DOCUMENT RESUME

ED 118 164 JC 760 088

AUTHOR Cox, Jeannene
TITLE System Characteristic Opinion Study (SCOS-DELPHI). Project FOLLOW-UP.
INSTITUTION Tarrant County Junior Coll. District, Ft. Worth, Tex.
SPONS AGENCY Texas Education Agency, Austin. Div. of Occupational Research and Development.
PUB DATE Jun 75
NOTE 110p.; Some pages may reproduce poorly

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage
DESCRIPTORS Administrator Attitudes; Definitions; *Followup Studies; *Junior Colleges; *Management Information Systems; *Research Criteria; Research Design; State Surveys; Teacher Attitudes
IDENTIFIERS *Delphi Technique; Project FOLLOW UP; Texas

ABSTRACT

Using the Delphi technique, the staff of Project FOLLOW-UP surveyed community college educators in Texas to determine desirable characteristics and uniformity of terminology and definitions for a proposed statewide student follow-up management information system for Texas community colleges. Of 234 individuals invited to become Delphi panel members, 193 (82 percent) accepted and participated 100 percent in the three survey rounds. The panelists represented 47 of the 48 public community colleges in Texas, various state agencies, the Project FOLLOW-UP Committee, and the Advisory Council for Technical-Vocational Education in Texas. The open-ended round I questionnaire produced 61 statements which were presented as round II on a Delphi format requiring the panelists to respond to each statement on a 1-7 (agree-disagree) rating scale. The third round (formated in the same manner) consisted of 64 statements, and statistical data of round II responses. Panelists reconsidered their round II responses in the light of group opinion and gave narrative explanations for responses remaining outside the interquartile range. Data are organized according to 15 areas of professional employment identified among the panelists. Copies of the three survey instruments and tabulated responses are appended. (NHM)

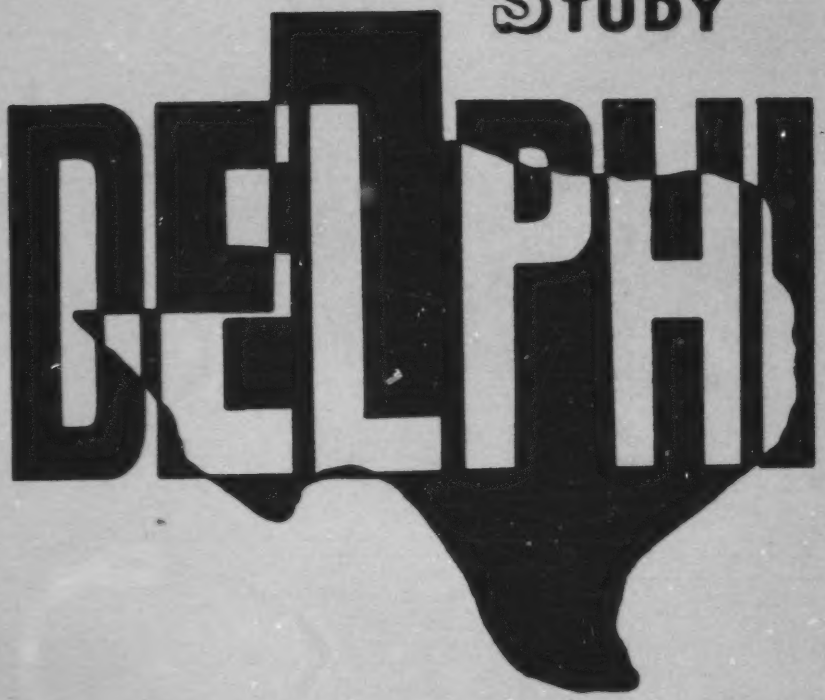
****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED118164

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SYSTEM CHARACTERISTIC OPINION STUDY



PROJECT FOLLOW-UP

2

(STUDENT FOLLOW-UP MIS)

JC 760 088

SYSTEM CHARACTERISTIC OPINION STUDY

(SCOS-DELPHI)

by

Jeannene Cox

Associate Director
Project FOLLOW-UP

June 1975

Tarrant County Junior College
Research and Development
1312 Electric Service Building
Fort Worth, Texas 76102

ACKNOWLEDGMENTS

Our sincere thanks to educators throughout the state of Texas for their participation in SCOS-DELPHI. There are 48 public community and junior colleges in the state, and 47 of these institutions were represented in the study.

Although the majority of our Delphi panelists were from Texas community/junior colleges, there were representatives from other organizations or committees (Appendix B, Table 1). We are indebted to our entire panel for their 100% participation in this study, and we appreciate their cooperation, time and individual expertise.

We are grateful for the assistance given us in our review of other studies implementing the Delphi Technique as a research tool. The knowledge so generously shared by these people has been of great value.

To Joe Zielinski, North Texas State University doctoral candidate --and others who volunteered their efforts in the analysis of data--we extend our appreciation.

A special "thank you" to Merle Ganier and Trudy Graves of the Project secretarial staff, and Richard Iwan, Project FOLLOW-UP Programmer Analyst. Their dedication and skill has been a tremendous asset throughout the entire study.

Our association with many fine and competent people during the course of this study has indeed been a rewarding experience, and each one has contributed uniquely to the success of SCOS-DELPHI.

TABLE OF CONTENTS

	Page No.
Preface	iv
Methodology	1
A. Delphi Technique	1
B. Panel Selection	2
C. Development of Instruments	3
D. Data Collection	4
E. Analysis of Data	5
Summary and Conclusions	6
A. Trends Established through SCOS-DELPHI	8
B. Glossary of Terms	11
Bibliography	14
Appendices	
Appendix A	16
Panel Commitment Form	17
Round I Questionnaire	19
Round II Instrument	27
Round III Instrument	33
Appendix B	39
Table 1. SCOS-DELPHI Institution, Employer or Committee Representation	40
Table 2. SCOS-DELPHI Employment Area Representation	42
Table 3. Area of Employment Analysis	43
Table 4. Graphic Illustration of Convergence between Round II and Round III	59
Appendix C	69
Round III Total Panel Response Analysis	70
Appendix D	83
Report of Minority Responses	84

PREFACE

The SCOS-DELPHI study is the result of Project FOLLOW-UP's efforts to obtain a consensus of opinion and appropriate input regarding the characteristics of a community/junior college student follow-up system. Soon after the May 15, 1974, commencement date of Project FOLLOW-UP, it became evident that certain philosophical statements and decisions should be documented in order for the system development and design phase to be completed. The Delphi research technique was chosen as the "documentation tool" because many of its goals coincided with many of our own, i.e., receiving maximum input and involvement, feedback of results to the panel, obtaining visibility by round iteration, "reconsideration" of responses, etc.

The formation of Project FOLLOW-UP is actually the result of a legislative mandate stating that funds "shall be expended for the purpose of developing data directly relating to programs conducted by public junior colleges and shall be for the purpose of developing systems for use by the junior colleges." Tarrant County Junior College was selected as the primary contractor for the development of the follow-up system by the Texas Education Agency and an advisory committee of community/junior college educators in the Fall of 1974. Project FOLLOW-UP is fully funded by the Division of Occupational Research and Development, Department of Occupational and Technical Education, Texas Education Agency. Six definable phases have been identified for completion prior to the August 31, 1976, Project termination date:

Developmental Phase
Design Phase
Sub-System Test Phase
System Integration Phase
Evaluation and Report Phase
Recommendations and Future Funding Phase

If we can answer any questions about the SCOS-DELPHI study or provide more information about Project FOLLOW-UP, please let us know. Thank you.

Dr. Jim F. Reed
Project Director
Project FOLLOW-UP

METHODOLOGY

Delphi Technique

A brief overview of the Delphi Technique as a research tool seems appropriate before presenting the utilization of this method through SCOS-DELPHI.

The Delphi Technique is a procedure originally developed by the Rand Corporation for obtaining greater consensus among experts about urgent defense problems without face to face discussion. It is a method of eliciting and refining group judgment. During the 1950's, the technique was put to use by the Defense Department in policy analysis and technological forecasting. The 1960's brought a great upsurge in its use among corporations in long range planning, and it was during this period that the Delphi method was newly discovered and put to its broadest use. Today the Delphi Technique is being used in many educational settings and statewide planning procedures.

The objective of the Delphi Technique is to obtain a consensus without bringing individuals together in a face to face meeting; this is achieved by having the panel of experts complete a series of questionnaires interspersed with controlled feedback. Not only can this mode of controlled interaction among the respondents mean a savings in time and money, but it also permits independent thought on the part of the participants and is helpful to them in the gradual formation of a considered opinion.

Other features of the technique are that panelists are not required to travel, not required to do any advanced reading, and not required to do any research prior to responding. The technique has three hallmark features: (1) all responses are obtained independently of one another by questionnaire; (2) interaction among panelists is accomplished in a systematic way, incorporating controlled feedback; and (3) the procedure tends to minimize the biasing effect of dominant individuals, the effects of irrelevant comments, and the pressure towards group conformity.

Panel Selection

In keeping with the Delphi Technique, the SCOS-DELPHI Panel was comprised of experts in the field of community and junior college education.

These experts were initially drawn from the three following groups -Project FOLLOW-UP Advisory Committee, College Liaison Representatives, and the Advisory Council for Technical-Vocational Education in Texas. In addition, Project FOLLOW-UP Advisory Committee members and College Liaison Representatives were invited to nominate other individuals having interest and expertise in student follow-up.

The Project FOLLOW-UP Advisory Committee consists of 17 members throughout the state and serves in an advisory capacity concerning Project affairs. Sixteen members chose to participate as Delphi panelists. This committee was asked to serve as a jury for evaluation of the Round I instrument.

Shortly after Project FOLLOW UP became operational in May, 1974, the President of each of the 48 public community and junior colleges in Texas was contacted and asked to appoint a liaison person to represent their institution in Project matters. It was asked that this individual be a person possessing knowledge of that college's presently operating follow-up system, State reporting procedures, and the types of data presently collected on Texas community college students. Of the 48 Liaison Representatives throughout the state, 40 served as SCOS DELPHI panelists.

Of the 17 member Advisory Council for Technical-Vocational Education in Texas, five served on the Delphi panel.

One hundred fifty-six individuals were nominated by the Advisory Committee and the College Liaison Representatives to serve as SCOS-DELPHI panelists. Of this number 136 individuals agreed to serve on the panel.

The 234 individuals who were invited to become panelists were mailed a commitment form and the Delphi Round I instrument. (See Appendix A. p.17). Of this number 193 returned the commitment form and the completed Round I instrument, agreeing to participate in the remainder of the study. These 193 panelists responded with 100% participation on the Round II and Round III Delphi instruments.

Fifteen different areas of employment were represented by the panelists. These areas, along with the number of panel members in each area and the percentage of the total panel, is included in Appendix B, p.42, as Table 2.

The panelists represented 47 of the 48 public community/junior colleges in Texas, as well as members of state agencies, Project FOLLOW-UP Advisory Committee, and the Advisory Council for Technical-Vocational Education in Texas. This panel representation analysis is presented on page 40 as Table 1 in Appendix B.

Development of Instruments

The Delphi Technique, as already stated, requires the use of mail questionnaires. The present study consisted of three rounds, thus necessitating three questionnaires. (Appendix A. p.16, contains the Panel Commitment Form, and the Round I, II, and III instruments.) The initial questionnaire was crucial because it was primarily open-ended and designed to gather a broad range of opinions. The following factors were taken into consideration when formulating the Round I questionnaire. The first factor considered was question format. The Round I questionnaire used predominantly open-ended questions which was in keeping with the methodology used in other educational studies that have utilized the Delphi technique. The second factor was how to determine the actual content of the questions. It was decided that a variety of sources would be utilized with the major sources being a review of the relevant follow-up literature, consultation with recognized Delphi research experts (consultants), suggestions from the Project Advisory Committee members, information gained by the personal interviews with community college representatives and input by the Project FOLLOW-UP staff.

The initial questionnaire went through seven revisions prior to being sent to the Project FOLLOW-UP Advisory Committee. The committee was to review the questionnaire and recommend additional changes, if necessary. This process constituted the

establishment of face validity. After the eighth revision, the questionnaire was then sent to all the panelists.

Data Collection

The Round I questionnaire was sent to 234 persons. Eighty-two percent (193 individuals) returned the commitment statement as well as the initial questionnaire. The Round I responses were reviewed by a panel of six persons. Each reviewer worked individually and condensed and categorized the responses into what he or she considered to be a major area of concern. After each reviewer had completed this process, three persons compiled and formated the predominant statements.

These statements in turn comprised the Round II instrument. The process just described was utilized in order to establish internal validity. The format of the Round II instrument, consisting of 61 statements, was designed for response on a ranking scale of one to seven. The panelists were instructed to indicate their degree of agreement or disagreement with each statement. The Round II instrument was mailed to 193 panelists and a 100% return was achieved.

The Round II results were analyzed via the use of a computer program which computed the mean, median, standard deviation and interquartile range for each question. The median and interquartile range for the total sample was then formated on the Round III instrument, along with the addition of three new statements for which panelists had requested consensus.

The 193 panelists once again responded with a 100% completion of the Round III form. On the Round III instrument the panel members were instructed to reevaluate their Round II response in light of the group consensus, and provide a narrative explanation if their Round III response remained outside the interquartile range. A report of these narrative responses has been compiled and is included as Appendix D on page 83.

Analysis of Data

The final processing consisted of an item analysis of the data in which the mean, median, standard deviation and interquartile range was computed in addition to a frequency distribution of responses (Appendix C, p.69). A comparison of the interquartile range for each question on Round II and Round III has been graphically charted in order to present the degree of convergence which occurred. (Included in Appendix B, p.59, as Table 4.) In addition, the data has been analyzed by the different employment areas represented by the panelists. This analysis is presented in terms of median and interquartile range in Appendix B, Table 3, page 43.

Project FOLLOW-UP's SCOS-DELPHI utilized the Delphi research method to derive consensus among a group of Texas public community/junior college personnel and other selected panelists who, by virtue of their background, qualify as "experts." The sought after consensus was in the area of characteristics, definitions, and terminology. The final results of this study have helped to identify the desirable characteristics, provide for uniformity of terms and definitions, and generally provide a solid, opinion base for incorporation into the design of the master student follow-up management information system.

SUMMARY AND CONCLUSIONS

SCOS-DELPHI (System Characteristic Opinion Study) was conducted by the staff of Project FOLLOW-UP, Tarrant County Junior College, for the purpose of gaining input relevant to student follow-up from community and junior college educators in Texas. The study began in September of 1974, and was completed on April 9, 1975, with the receipt of the final Round III responses.

In order to clarify the relation between SCOS-DELPHI and Project FOLLOW-UP in its entirety, the following Project recap is presented. The specific purpose of Project FOLLOW-UP is to develop, test and validate a management information system for the follow-up of students who enter Texas public community and junior colleges. The Project is fully supported by funds from the Texas Education Agency and became operational in May, 1974.

The underlying Project philosophy is that a student follow-up system designed for use by community and junior colleges should utilize input from these colleges. The Delphi technique, developed by Rand Corporation, was chosen as a research tool for this purpose.

The conclusions drawn from the results of SCOS-DELPHI will impact the design of the total follow-up system. Many characteristics and terms desirable for such a system have been determined through the Delphi study and will be incorporated into the master design by Project FOLLOW-UP.

The objective of the Delphi Technique is to obtain a consensus of opinion without bringing individuals together in a face-to-face meeting; this is achieved by having them complete a series of questionnaires interspersed with controlled feedback. The fact that the panel member's responses are obtained independently of one another by questionnaire minimizes the biasing effect of dominant individuals, and irrelevant communications.

The procedure of the Delphi Technique is iteration of rounds, with group opinion being defined as a consensus of opinions on the final round. Although such iteration may continue for any number of rounds, research has shown that most of the increase in the accuracy of the group's responses is realized by the end of the third round. (Copies of the Round I, II, and III instruments used in the study are included in this report as Appendix A, p.16.)

Members of the SCOS-DELPHI panel were comprised of individuals having expertise in the area of community/junior college education. Panelists represented 47 of the 48 Texas public community and junior colleges, Texas state agencies, Project FOLLOW-UP Advisory Committee, Advisory Council for Technical-Vocational Education in Texas, as well as individuals outside these groups. (Table 1 in Appendix B, p.40, details the representation of this Delphi panel).

Through the use of appointments by designated institutional representatives and members of the Project FOLLOW-UP Advisory Committee, 234 individuals were invited to become Delphi panel members. Of this number, 193 (representing 82%) accepted and responded with the Round I questionnaire. These 193 panelists participated 100% in the two final rounds.

The SCOS-DELPHI Round I questionnaire (8 pages in length) was predominantly open-ended in keeping with the Delphi method of gathering valuable information through these narrative responses. The analysis of Round I produced 61 statements which were presented as Round II on a Delphi format requiring the panelists to respond to each statement on a 1 through 7 (agree-disagree) ranking scale. The third and final Round (formated in the same manner) consisted of these same statements, including three additional ones, and statistical data from Round II in the form of the group median and interquartile range for each statement. The panelists were instructed to reconsider their Round II response in light of the group opinion and respond to Round III accordingly. A narrative explanation was requested, should a response remain outside the interquartile range. Analysis of these minority responses is included in this report as Appendix D, page 53.

Fifteen different areas of employment were identified among the panelists (Table 2 of Appendix B, page 42). Each of these fifteen groups have been analyzed as to median response and interquartile range on each of the 64 statements comprising Round III. This data is presented graphically as Table 3 of Appendix B, on page 43 of this report. The response of the panelists in each of the fifteen employment areas can be compared with the total panel response on each of the 64 statements contained in Round III. This analysis graphically presents the degree of consensus within each employment area, as well as the degree of consensus among the 15 different areas represented.

The total panel response to each of the 64 Round III statements has been computed in terms of mean, median, standard deviation, and interquartile range. In addition, a frequency distribution illustrating the number of responses for each 1 through 7 ranking choice on each statement has been compiled. This data is included in this report as Appendix C, page 69.

In keeping with the research findings concerning the Delphi Technique, convergence between Round II and Round III did occur, without exception, on each of the 61 SCOS-DELPHI statements reiterated on Round III. The narrowing of the interquartile range between Round II and Round III, illustrating this convergence, is presented graphically as Table 4 in Appendix B on page 59 of this report.

Trends Established through SCOS-DELPHI

Analysis of data received through SCOS-DELPHI has revealed specific trends which have been established through this study. The following statements which appeared on the Delphi instrument reflect these trends. The statements have been arranged by category with the number preceding each statement being the number on the Round II and/or Round III instruments, and the number following each statement (Median Response) reflecting the degree of agreement (on a 1 to 7, agree-disagree, ranking scale) with that particular statement on the part of the total panel.

Statement Number	Category	Median Response
	Educational Intent:	
19.	The documentation of a student's initial educational goal should be maintained and updated at the beginning of each enrollment period.	1.9
21.	Information pertaining to the student's educational goal should be obtained during the time of the registration process.	2.2
25.	Identification of a student's "educational goal" should provide the basis for follow-up.	2.3

Statement Number	Category	Median Response
	Course and College Withdrawal:	
64.	Students who withdraw from college prior to completion of the semester should be followed up regarding their reasons for college withdrawal.	1.4
24.	An immediate follow-up should be initiated on students who do not complete the period for which they enroll.	1.5
	Nonreturning Student:	
55.	An immediate follow-up should be initiated on students who complete a semester but do not enroll the following long enrollment period.	1.9
	Occupational-Technical Students:	
3.	Occupational-technical students should be followed up the same length of time as academic students.	1.7
20.	A student should have enrolled in at least one course funded with occupational technical funds before he or she is counted as an occupational-technical program enrollee.	2.3
	Graduates:	
26.	Program graduates should be followed up at the end of the first, third, and fifth year.	2.4
40.	A randomly sampled number of program graduates should be followed-up for a period of longer than five years.	3.0

Statement Number	Category	Median Response
	Employer Contact:	
16.	Both information received from the student and from his employer should be analyzed in determining whether job skill requirements have been met.	1.1
50.	Information regarding a student's salary should be retrieved.	2.4
62.	Before a survey of employers of former students is made regarding "an evaluation of the training an employee has received", the institution should first be responsible for obtaining the permission of these former students to make such a contact.	2.4
	Data Collection:	
31.	One designated office within a local institution should be assigned the responsibility of conducting student follow up studies.	1.3
27.	A follow up system should emphasize the collection of data which will reflect needed institutional changes.	1.6
49.	The student's opinion of whether the college fulfilled his or her educational needs is one of the most important types of follow up information to be obtained.	1.9
46.	A student follow up system should emphasize the collection of data which will be beneficial for statewide planning and coordination.	2.4

Statement Number	Category	Median Response
	Analysis and Reporting:	
39.	The State should develop a plan to promulgate significant follow-up studies to interested institutions.	2.1
23.	Each individual institution should develop their own methods for local collection, analysis and reporting of follow-up information based on uniform (statewide) procedural guidelines.	2.2
	Miscellaneous:	
32.	The "conditioning" of students to follow-up studies is important to a follow-up system.	1.3
29.	More community college funding will be necessary for the purpose of implementing a comprehensive follow-up system.	1.4
4.	Random sampling techniques would be an acceptable method of drawing conclusions from follow-up information, which would be applied to the total population of the group of students studied.	3.0

Glossary of Terms

In addition to the trends outlined above, uniformity of certain relevant terms has been established. It is believed that this uniform terminology is necessary for the proper functioning of a student follow-up system. Some of the following definitions were derived from results of the Delphi study.

1. completer: A student whose educational objective is completed culminating in a degree, certificate, or selected course(s).

2. drop-out: Any student who leaves college (formal withdrawal, walk-off, or nonreturning student) prior to achieving his/her stated objective, with indications of no intent to return--also includes those students who withdraw from college during a regular semester and do not return for the next long semester.

3. educational goal (intent): That objective which a student states that he/she expects to attain during the course of his/her time spent at the respective educational institution.

4. exit interview: The procedure whereby institutional contact is made with a student leaving the college (graduate or withdrawal) for the purpose of collecting relevant information.

5. follow-up orientation: That procedure which makes the student aware of follow-up activity which may be occurring at a later date.

6. graduate: A student who completes a formal program documented in the college catalog.

7. no-show: A student who completes the registration process but never "shows up" for class(es).

8. nonreturning student: A nongraduate of the respective institution who, having completed an enrollment period, does not return for the next enrollment period of the type previously completed. (i.e., consecutive long terms, summer terms, mini-semesters, etc.)

9. occupational-technical program enrollee: A student who designates an occupational-technical major and is currently enrolled or has been enrolled, in at least one course funded with occupational-technical funds.

10. stop-out: A student who temporarily terminates his formal educational pursuits with indications of intent to continue at a later date.

11. student follow-up: That procedure which collects and documents status and/or opinion information from former community college students as well as students who do not complete the course(s) for which they enroll.

12. walk-off: The student who stops attending class(es) or college and does not follow the formal withdrawal procedure.

The Delphi Research Technique has been an appropriate method for gaining the information desired by Project FOLLOW-UP through this study. The interest and concern in the area of community/junior college student follow-up in Texas has become evident through SCOS-DELPHI. The ideas and thoughts derived from the study are felt to be indicative of the feelings held by public community/junior college educators throughout the state. In view of the fact that only one such college did not participate in SCOS-DELPHI, the consensus of opinions established through this study reflect a 97.9 percent representation of the relevant population. The knowledge shared by individuals involved in this study will be utilized for the purpose of designing a more adequate and uniform method of following up students who attend public community and junior colleges in the state of Texas.

BIBLIOGRAPHY

The documents listed in the following bibliography have provided information which has been utilized in the planning and implementation of SCOS-DELPHI.

Brown, B. Delphi Process: A Methodology Used for the Elicitation of Opinions of Experts. September 1968. The Rand Corporation. Santa Monica, California 90406.

Brown, B., and O. Helmer. Improving the Reliability of Estimate Obtained from a Consensus of Experts. September 1964. The Rand Corporation. Santa Monica, California 90406.

Cochran, S. W., B. Brown, N. C. Dalkey. The Delphi Method, II: Structure of Experiments. June 1969. The Rand Corporation. Santa Monica, California 90406.

Dalkey, N. C., B. Brown, S. W. Cochran. The Delphi Method, III: Use of Self-Ratings to Improve Group Estimates. November 1969. The Rand Corporation. Santa Monica, California 90406.

Dalkey, N. C., B. Brown, S. W. Cochran. The Delphi Method, IV: Effect of Percentile Feedback and Feed-In of Relevant Facts. March 1970. The Rand Corporation. Santa Monica, California 90406.

Dalkey, N. C. The Delphi Method: An Experimental Study of Group Opinion. June 1969. The Rand Corporation. Santa Monica, California 90406.

Dalkey, N. C. Delphi. October 1967. The Rand Corporation. Santa Monica, California 90406.

Farquhar, J. A. A Preliminary Inquiry Into the Software Estimation Process. August 1970. The Rand Corporation. Santa Monica, California 90406.

Helmer, O. Convergence of Expert Consensus Through Feedback. September 1964. The Rand Corporation. Santa Monica, California 90406.

Helmer, O. Analysis of the Future: The Delphi Method. March 1967. The Rand Corporation. Santa Monica, California 90406.

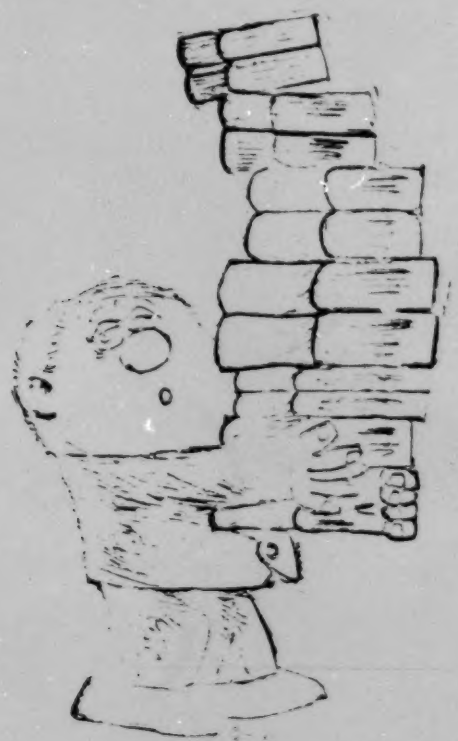
Helmer, O. Systematic Use of Expert Opinions. November 1967. The Rand Corporation. Santa Monica, California 90406.

Hopkins, Charles O., Kenneth L. Ritter and William W. Stevenson. Delphi: A Planning Tool. Oklahoma State Department of Vocational and Technical Education. January 1972.

Skyline Wide Educational Plan (SWEP) Product Evaluation Report: Future Society. SWEP Evaluation Report No. 1. By Robert J. Burns, Senior Evaluator, Research and Evaluation. March, 1974. Dallas Independent School District. Dallas, Texas.

SWEP Product Evaluation Report: Educational Goals for the Future (1980's). SWEP Evaluation Report No. 2. August, 1974. Dallas Independent School District. Dallas, Texas.

Skyline Wide Educational Plan. Volume I. August, 1974. Dallas Independent School District. Dallas, Texas.



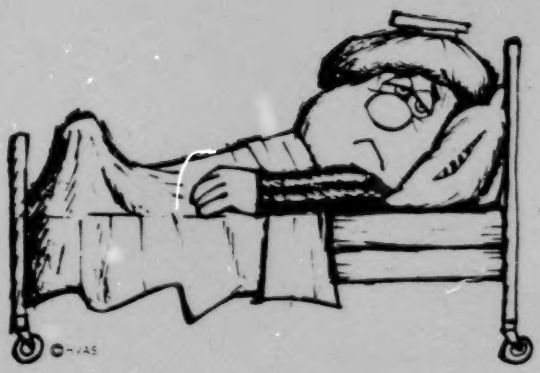
A P P E N D I X A

1. Panel Commitment Form

2. Round I Questionnaire

3. Round II Instrument

4. Round III Instrument



SCOS-DELPHI
(System Characteristic Opinion Study)
PARTICIPATION FORM

I agree to participate in all three Delphi Rounds: /__/

*Name_____

Title_____

Brief description of present duties:_____

_____

_____

Employer_____

Address _____

City_____State_____ZIP_____

Telephone_____

Total number of years employed in education_____

Total number of years employed in community college education_____

Highest degree held:_____;in the field of:_____

I am returning the Questionnaire, and prefer not to be a participant:/__/

I am returning the Questionnaire, and prefer not to be a participant, but would appreciate receiving the results of this study: /__/

---

*Names are for record keeping only and will not be used in published tabulations. All responses will be held in the strictest confidence at all times--anonymity being an essential part of the Delphi process.

SCOS-DELPHI Participation Form, Continued

I wish to nominate the following individuals as potential Delphi Panel members. I believe these individuals can provide valuable input into the design of a Texas community college student follow-up system.

Signature_____

1. Name_____Title_____

   Place of Employment_____Address_____

   City_____State_____ZIP_____

2. Name_____Title_____

   Place of Employment_____Address_____

   City_____State_____ZIP_____

3. Name_____Title_____

   Place of Employment_____Address_____

   City_____State_____ZIP_____

4. Name_____Title_____

   Place of Employment_____Address_____

   City_____State_____ZIP_____

5. Name_____Title_____

   Place of Employment_____Address_____

   City_____State_____ZIP_____

6. Name_____Title_____

   Place of Employment_____Address_____

   City_____State_____ZIP_____

7. Others

Project FOLLOW-UP
TARRANT COUNTY JUNIOR COLLEGE DISTRICT

*Name of Respondent_____

Title_____ Institution_____

ORIGINAL QUESTIONNAIRE
ROUND I
SCOS-DELPHI STUDY
(System Characteristic Opinion Study)

I. From the standpoint of community college education, how would you define the following terms or phrases:

A. Student exit_____

_____

B. Drop-out_____

_____

C. Completer_____

_____

D. Stop-out_____

_____

E. Educational Goal_____

_____

F. Drop-up_____

_____

G. Non-completer_____

_____

*NAMES ARE FOR RECORD KEEPING ONLY AND WILL NOT BE USED IN PUBLISHED TABULATIONS; ALL RESPONSES WILL BE HELD IN THE STRICTEST CONFIDENCE AT ALL TIMES.

Questionnaire, Continued

H. Non-returning student_____

_____

I. Undecided student_____

_____

J. Occupational/Technical program enrollee_____

_____

K. Returning student_____

_____

L. Marketable skill_____

_____

Other terms and definitions which you feel are unique, and to which you would like the Panel's response:

M. _____

N. _____

II. Please provide your opinion concerning the follow-up of students AFTER LEAVING THE INSTITUTION as outlined below:

A. OCCUPATIONAL-TECHNICAL

1. Need of follow-up_____

_____

2. Frequency and/or length of time to be followed-up_____

_____

3. Types of follow-up information to be collected_____

_____

_____

Questionnaire, Continued

B. UNIVERSITY PARALLEL (Traditional baccalaureate type)

1. Need of follow-up_____

2. Frequency and/or length of time to be followed-up_____

3. Types of follow-up information to be collected_____

C. ADULT AND CONTINUING EDUCATION STUDENTS:

1. Need of follow-up_____

2. Frequency and/or length of time to be followed-up_____

3. Types of follow-up information to be collected_____

D. COMPENSATORY/DEVELOPMENTAL STUDENTS (Remedial, Refresher, Other):

1. Need of follow-up_____

2. Frequency and/or length of time to be followed-up_____

3. Types of follow-up information to be collected_____

Questionnaire, Continued

E. UNDECIDED STUDENTS:

1. Need of follow-up _____

_____

2. Frequency and/or length of time to be followed-up ___

_____

3. Types of follow-up information to be collected _____

_____

_____

4. Other Considerations? _____

_____

_____

III. FROM THE STANDPOINT of a student follow-up information SYSTEM, what types of information (other than what is normally collected) should be collected on students WHILE AT THE INSTITUTION:

_____

_____

_____

_____

_____

_____

Questionnaire, Continued

IV. What personnel (institutional and/or state level) should be involved in the following stages of a student follow-up information system?

1. Documentation of student's educational goal_____

_____

2. Follow-up information retrieval and analysis_____

_____

3. Implementation of decisions derived from follow-up date__

_____

_____

V. 1. In the actual collection of follow-up information, what methods and techniques do you feel should be utilized by those collecting the information?

_____

_____

_____

2. Should these methods and techniques vary when dealing with the different categories of students (Occupational-technical, Adult and Continuing Education, University Parallel, etc.)? If so, please explain.

_____

_____

_____

VI. Once the follow-up information is obtained, what methods or procedures should be implemented in order to assure appropriate utilization of the results?

_____

_____

_____

Questionnaire, Continued

VII. What methodology should be followed in the ANALYSIS AND REPORTING of follow-up information from the standpoint of:

1. Local institutional planning

2. State-wide planning

3. Coordination between individual community colleges

VIII. What reliable procedures could be utilized for determining whether or not job skill requirements of employers have been met?

IX. In your opinion, what types of information is needed from the employer of a former student?

Questionnaire, Continued

X. Please express your opinion concerning the need for identification of a student's specific educational goal (selected courses or degree for skill upgrading, personal enrichment, transfer, etc.)-- and the implications (if any) of this knowledge on effective follow-up of that student.

_____

_____

_____

XI. Please complete each of the following sentences with a concise, targeted statement consisting of approximately eight to ten words. A targeted statement may be defined as one which identifies specific characteristics of a student follow-up system from your vantage point.

An effectively designed follow-up system for the community college:

1. Should emphasize:_____
2. Should de-emphasize:_____
3. Should continue:_____
4. Should eliminate:_____
5. Should increase:_____
6. Should solve:_____
7. Should provide for:_____
8. Should develop:_____
9. Should improve:_____
10. Should invent:_____

Questionnaire, Continued

XII. In this section please express any ideas or concerns which you feel are relevant to the design of an effective student follow-up system. Also, provide any additional questions to which you would like to have the panel's response. (ANY AND ALL THOUGHTS ARE SOLICITED. WE ENCOURAGE YOUR CREATIVE, ORIGINAL THINKING.)

Thank you for your assistance. Please return in the enclosed envelope BY NOVEMBER 7.

PF/R&D/TCJC
10-23-74

For Project Use Only
Id No.:_____
Title Code No._____

Identification

Name_____

Title_____

Employer_____

SCOS-DELPHI - ROUND II

Instructions

You are asked to react to the attached statements concerning relevant definitions and desired characteristics of a student follow-up system.

Please indicate your agreement or disagreement with each statement in the following manner. Circle as follows if you strongly agree with the statement:

(1) 2 3 4 5 6 7

On the other hand, if you strongly disagree with the statement, you should indicate by circling as follows:

1 2 3 4 5 6 (7)

Circling number 4 would indicate that your feelings of agreement and disagreement are about equal; while circling any other number (2,3,5,6) would indicate respective levels of agreement.

> Should you have a comment or question concerning a specific statement, please feel free to utilize the space below each statement for this purpose.

Space is provided at the end of the questionnaire for any specific statements to which you would like the Panel's response.

SCOS-DELPHI - ROUND II DEFINITIONS AND CHARACTERISTICS OF A STUDENT FOLLOW-UP SYSTEM	Agree ... Disagree
1. A follow-up system should obtain information about the student's educational goal at the time of follow-up instead of when a student begins a course of study.	1 2 3 4 5 6 7
2. Program graduates should be followed-up only once.	1 2 3 4 5 6 7
3. A "completer" is defined as a student whose educational objective is completed culminating in a degree, certificate, selected courses, or portions of selected courses.	1 2 3 4 5 6 7
4. Random sampling techniques would be an acceptable method of drawing conclusions from follow-up information, which would be applied to the total population of the group of students studied.	1 2 3 4 5 6 7
5. A comprehensive adult and continuing education follow-up subsystem would not be a practical component in a total college follow-up system.	1 2 3 4 5 6 7
6. Program coordinators and instructors should have the responsibility of collecting follow-up data.	1 2 3 4 5 6 7
7. Summer students should be treated the same as long-semester students in a follow-up system.	1 2 3 4 5 6 7
8. Occupational-technical students should be followed-up the same length of time as academic students.	1 2 3 4 5 6 7
9. "Educational Goal" is defined as that objective which a student selects to work towards through a formal educational process.	1 2 3 4 5 6 7
10. Plans for institutional changes as a result of conclusions drawn from follow-up data should be reported to the State.	1 2 3 4 5 6 7
11. Whether or not a student has attained a "marketable skill" at the training institution should be determined by the college, based on that student's academic performance.	1 2 3 4 5 6 7
12. Program graduates should be followed-up annually for five years.	1 2 3 4 5 6 7
13. A "drop-in" is defined as a student who does not complete a formal program of study but does achieve his or her educational goal in one semester or less.	1 2 3 4 5 6 7

SCOS-DELPHI - ROUND II, Continued

DEFINITIONS AND CHARACTERISTICS OF A STUDENT FOLLOW-UP SYSTEM	Agree ... Disagree
14. Follow-up data should be collected by individual institutions, analyzed by a centralized (statewide) processing agency, and reported back to the individual institutions.	1 2 3 4 5 6 7
15. Occupational-technical advisory committees should be involved in the student follow-up process.	1 2 3 4 5 6 7
16. Both information received from the student and from his employer should be analyzed in determining whether job skill requirements have been met.	1 2 3 4 5 6 7
17. A student follow-up system should provide for methods of recognizing the need for specific curriculum revisions.	1 2 3 4 5 6 7
18. The use of classroom questionnaires is an acceptable means of collecting student follow-up information.	1 2 3 4 5 6 7
19. The documentation of a student's initial educational goal should be maintained and updated at the beginning of each enrollment period.	1 2 3 4 5 6 7
20. A student should have enrolled in at least one course funded with occupational-technical funds before he or she is counted as an occupational-technical program enrollee.	1 2 3 4 5 6 7
21. Information pertaining to the student's educational goal should be obtained during the time of the registration process.	1 2 3 4 5 6 7
22. A follow-up system should provide for a plan to implement decisions derived from follow-up data.	1 2 3 4 5 6 7
23. Each individual institution should develop their own methods for local collection, analysis and reporting of follow-up information based on uniform (statewide) procedural guidelines.	1 2 3 4 5 6 7
24. An immediate follow-up should be initiated on students who do not complete the period for which they enroll.	1 2 3 4 5 6 7
25. Identification of a student's "educational goal" should provide the basis for follow-up.	1 2 3 4 5 6 7
26. Program graduates should be followed-up at the end of the first, third, and fifth year.	1 2 3 4 5 6 7

SCOS-DELPHI - ROUND II, Continued	
DEFINITIONS AND CHARACTERISTICS OF A STUDENT FOLLOW-UP SYSTEM	Agree 1 2 3 4 5 6 7 Disagree
27. A follow-up system should <u>emphasize</u> the collection of data which will reflect needed institutional changes.	1 2 3 4 5 6 7
28. Telephone contacts with students should be used extensively by the follow-up system.	1 2 3 4 5 6 7
29. More community college funding will be necessary for the purpose of implementing a comprehensive follow-up system.	1 2 3 4 5 6 7
30. It is not practical for a follow-up system to treat full-time students the same as students taking only one or two courses.	1 2 3 4 5 6 7
31. One designated office within a local institution should be assigned the responsibility of conducting student follow-up studies.	1 2 3 4 5 6 7
32. The "conditioning" of students to follow-up studies is important to a follow-up system.	1 2 3 4 5 6 7
33. The "exit interview" is an acceptable method of collecting follow-up information.	1 2 3 4 5 6 7
34. Each department within an institution should indicate the types of follow-up information which will be collected from its former students.	1 2 3 4 5 6 7
35. A student follow-up system should emphasize the collection of data which reflects the student's <u>opinion</u> of the local institution.	1 2 3 4 5 6 7
36. A follow-up system should include methods for continual evaluation and updating of its own procedures.	1 2 3 4 5 6 7
37. Local administrative endorsement and support is necessary for the successful implementation of a follow-up system.	1 2 3 4 5 6 7
38. Follow-up studies should be applied to <u>all</u> students who have attended the institution.	1 2 3 4 5 6 7
39. The State should develop a plan to promulgate significant follow-up studies to interested institutions.	1 2 3 4 5 6 7
40. A randomly sampled number of program graduates should be followed-up for a period of longer than five years.	1 2 3 4 5 6 7

SCOS-DELPHI - ROUND IV, Continued

DEFINITIONS AND CHARACTERISTICS OF A STUDENT FOLLOW-UP SYSTEM	Agree ... Disagree
41. It is not practical to follow-up adult and continuing education students in cultural/recreational and personal type classes.	1 2 3 4 5 6 7
42. Data collection instruments used in the follow-up of occupational-technical students should be the same as those used for university parallel students.	1 2 3 4 5 6 7
43. Student follow-up information should be reported to local institutional Boards of Trustees for their utilization.	1 2 3 4 5 6 7
44. Adult and continuing education follow-up should be given a lower priority than regular credit students in a follow-up system.	1 2 3 4 5 6 7
45. The "undecided student" should not be followed-up until he or she decides upon an educational objective.	1 2 3 4 5 6 7
46. A student follow-up system should emphasize the collection of data which will be beneficial for statewide planning and coordination.	1 2 3 4 5 6 7
47. Students enrolled in classes with a Continuing Education Unit (CEU) designation should be the only adult and continuing students to be followed-up.	1 2 3 4 5 6 7
48. Students who complete semesters, regardless of their educational goal, should not be considered drop-outs.	1 2 3 4 5 6 7
49. The student's opinion of whether the college fulfilled his or her educational needs is one of the most important types of follow-up information to be obtained.	1 2 3 4 5 6 7
50. Information regarding a student's salary should be retrieved.	1 2 3 4 5 6 7
51. The student should be asked what changes, if any; additions, deletions, modifications, etc.; he feels would improve the educational program he was previously pursuing.	1 2 3 4 5 6 7
52. Compensatory/developmental students should be followed-up only upon completion of enrollment in a course of study other than compensatory/developmental.	1 2 3 4 5 6 7
53. Program graduates should be followed-up longer than non-graduates.	1 2 3 4 5 6 7

SCOS-DELPHI - ROUND II, Continued

DEFINITIONS AND CHARACTERISTICS OF A STUDENT FOLLOW-UP SYSTEM	Agree ... Disagree
54. An "undecided student" is defined as one who has made no firm commitment to a particular educational objective.	1 2 3 4 5 6 7
55. An immediate follow-up should be initiated on students who complete a semester but do not enroll the following long enrollment period.	1 2 3 4 5 6 7
56. A "stop-out" is defined as a student who temporarily terminates his formal educational pursuits with full intentions of continuing at a later date.	1 2 3 4 5 6 7
57. The documentation of a student's educational goal should be the responsibility of counseling personnel.	1 2 3 4 5 6 7
58. Program graduates should be followed-up annually for no longer than three years.	1 2 3 4 5 6 7
59. A "marketable skill" is defined as only that knowledge and/or skill acquired from a institution which will enable the student to acquire employment utilizing the skill.	1 2 3 4 5 6 7
60. An "occupational-technical program enrollee" is a student who designates an occupational-technical major.	1 2 3 4 5 6 7
61. A "drop-out" is any student who leaves college (formal withdrawal or walk-off) prior to achieving his stated objective, with no intention of returning.	1 2 3 4 5 6 7

In the space provided below please write any additional statements to which you would like the panel's response.

PLEASE RETURN WITHIN FIVE DAYS

PF/R&D/TCJC
12-2-74

For Project Use Only

Id No.:_____

Title Code No._____

Identification

Name_____

Title_____

Employer_____

☐ Please check this box if you wish to receive the final SCOS-DELPHI report in its entirety.

SCOS-DELPHI - ROUND III

Instructions

As was stated in the beginning of our SCOS-DELPHI (System Characteristic Opinion Study), the purpose of this Study is to establish a consensus of opinion among Texas public two-year educational institutions as to the desired characteristics of a student follow-up information system.

Along with the Round III form we are also enclosing each participant's respective Round II response. Formated onto the Round III form is statistical data compiled from all the Round II responses in terms of Median (M) and Quartile Interval (Q_1-Q_3). The Quartile Interval (Q_1-Q_3) contains the middle 50 percent of the total responses; its size gives you some indication of how widely the responses differed from one another. In some instances of extremely skewed response distributions some rounding may be evident. This condition is not on error bias, but rather a function of statistical mechanics. The Median (M) reflects the midpoint of all responses to each statement.

In keeping with the Delphi research method, Round III presents the opportunity for reevaluation of your thinking. As you compare your Round II response to that of the panel as a whole, it is requested that you revise your response on Round III in keeping with the group opinion. If your Round III response remains outside the Quartile Interval (i.e., lower than the Q_1 designation or higher than the Q_3 designation) we ask that you offer a written explanation in the space provided below that particular statement. If additional space is needed, please use the back of the questionnaire pages. For example, if Q_1=3.1 and Q_3=5.1 and your Round III response is 3 or below or 6 or above, please explain your reasons for maintaining your opinion. THESE NARRATIVE EXPLANATIONS WILL PROVIDE VALUABLE INPUT FOR OUR FINAL ANALYSIS. (Feel free to comment even though your response is within the Quartile Interval, should you so desire).

Additional statements have been added to this Round III form. Please respond to these, and provide any comment you wish.

The following method is suggested for revising your answers:

1. Lay your Round II response on top of the Round III form so that you can see the Agree-Disagree scales on both forms, for each corresponding statement. This will allow you to view the statistical data we have provided on Round III in relation to your own response on Round II.

2. Revise your answers where you think appropriate by circling the Round III form in the same manner utilized on Round II. EVEN IF YOUR RESPONSE REMAINS THE SAME PLEASE MARK THE SAME RESPONSE ON THE ROUND III FORM.

3. Please check to make sure you have filled in the identification section at the top of this page. Place your Round III response, along with this page, in the enclosed envelope and return.

Thank you.

PF/R&D/TCJC
1-31-75

SCOS-DELPHI - ROUND III DEFINITIONS AND CHARACTERISTICS OF A STUDENT FOLLOW-UP SYSTEM	Agree ... Disagree
1. A follow-up system should obtain information about the student's educational goal at the time of follow-up instead of when a student begins a course of study.	Q_1= 2.4 Q_3= 6.7 1 2 3 4 5 6 7 M = 5.0
2. Program graduates should be followed-up only once.	Q_1= 4.9 Q_3= 6.9 1 2 3 4 5 6 7 M = 6.2
3. A "completer" is defined as a student whose educational objective is completed culminating in a degree, certificate, selected courses, or portions of selected courses.	Q_1= 1.0 Q_3= 2.0 1 2 3 4 5 6 7 M = 1.2
4. Random sampling techniques would be an acceptable method of drawing conclusions from follow-up information, which would be applied to the total population of the group of students studied.	Q_1= 1.5 Q_3= 4.6 1 2 3 4 5 6 7 M = 3.0
5. A comprehensive adult and continuing education follow-up sub-system would not be a practical component in a total college follow-up system.	Q_1= 2.1 Q_3= 6.5 1 2 3 4 5 6 7 M = 4.7
6. Program coordinators and instructors should have the responsibility of collecting follow-up data.	Q_1= 3.1 Q_3= 6.6 1 2 3 4 5 6 7 M = 5.2
7. Summer students should be treated the same as long-semester students in a follow-up system.	Q_1= 1.4 Q_3= 5.9 1 2 3 4 5 6 7 M = 3.5
8. Occupational-technical students should be followed-up the same length of time as academic students.	Q_1= 1.0 Q_3= 3.8 1 2 3 4 5 6 7 M = 1.7
9. "Educational Goal" is defined as that objective which a student selects to work towards through a formal educational process.	Q_1= 1.0 Q_3= 2.0 1 2 3 4 5 6 7 M = 1.3
10. Plans for institutional changes as a result of conclusions drawn from follow-up data should be reported to the State.	Q_1= 1.3 Q_3= 4.2 1 2 3 4 5 6 7 M = 2.3
11. Whether or not a student has attained a "marketable skill" at the training institution should be determined by the college, based on that student's academic performance.	Q_1= 3.7 Q_3= 6.7 1 2 3 4 5 6 7 M = 5.3
12. Program graduates should be followed-up annually for five years.	Q_1= 2.1 Q_3= 6.3 1 2 3 4 5 6 7 M = 4.4
13. A "drop-in" is defined as a student who does not complete a formal program of study but does achieve his or her educational goal in one semester or less.	Q_1= 1.8 Q_3= 4.4 1 2 3 4 5 6 7 M = 3.4

COS-DELPHI - ROUND III, Continued

DEFINITIONS AND CHARACTERISTICS OF A STUDENT FOLLOW-UP SYSTEM	Agree ... Disagree
14. Follow-up data should be collected by individual institutions, analyzed by a centralized (statewide) processing agency, and reported back to the individual institutions.	Q_1= 1.9 Q_3= 5.9 1 2 3 4 5 6 7 M = 3.6
15. Occupational-technical advisory committees should be involved in the student follow-up process.	Q_1= 1.3 Q_3= 3.6 1 2 3 4 5 6 7 M = 2.2
16. Both information received from the student and from his employer should be analyzed in determining whether job skill requirements have been met.	Q_1= 1.0 Q_3= 1.5 1 2 3 4 5 6 7 M = 1.2
17. A student follow-up system should provide for methods of recognizing the need for specific curriculum revisions.	Q_1= 1.0 Q_3= 1.7 1 2 3 4 5 6 7 M = 1.2
18. The use of classroom questionnaires is an acceptable means of collecting student follow-up information.	Q_1= 2.2 Q_3= 5.5 1 2 3 4 5 6 7 M = 3.7
19. The documentation of a student's initial educational goal should be maintained and updated at the beginning of each enrollment period.	Q_1= 1.1 Q_3= 2.7 1 2 3 4 5 6 7 M = 1.8
20. A student should have enrolled in at least one course funded with occupational-technical funds before he or she is counted as an occupational-technical program enrollee.	Q_1= 1.2 Q_3= 4.4 1 2 3 4 5 6 7 M = 2.1
21. Information pertaining to the student's educational goal should be obtained during the time of the registration process.	Q_1= 1.2 Q_3= 4.0 1 2 3 4 5 6 7 M = 2.1
22. A follow-up system should provide for a plan to implement decisions derived from follow-up data.	Q_1= 1.0 Q_3= 2.1 1 2 3 4 5 6 7 M = 1.3
23. Each individual institution should develop their own methods for local collection, analysis and reporting of follow-up information based on uniform (statewide) procedural guidelines.	Q_1= 1.2 Q_3= 3.7 1 2 3 4 5 6 7 M = 2.0
24. An immediate follow-up should be initiated on students who do not complete the period for which they enroll.	Q_1= 1.0 Q_3= 2.5 1 2 3 4 5 6 7 M = 1.5
25. Identification of a student's "educational goal" should provide the basis for follow-up.	Q_1= 1.5 Q_3= 3.6 1 2 3 4 5 6 7 M = 2.4
26. Program graduates should be followed-up at the end of the first, third, and fifth year.	Q_1= 1.4 Q_3= 4.2 1 2 3 4 5 6 7 M = 2.4

SCOS-DELPHI - ROUND III, Continued	
DEFINITIONS AND CHARACTERISTICS OF A STUDENT FOLLOW-UP SYSTEM	Agree ... Disagree
27. A follow-up system should <u>emphasize</u> the collection of data which will reflect needed institutional changes.	Q_1= 1.0 Q_3= 3.0 1 2 3 4 5 6 7 M = 1.6
28. Telephone contacts with students should be used extensively by the follow-up system.	Q_1= 2.0 Q_3= 4.2 1 2 3 4 5 6 7 M = 3.2
29. More community college funding will be necessary for the purpose of implementing a comprehensive follow-up system.	Q_1= 1.0 Q_3= 2.7 1 2 3 4 5 6 7 M = 1.5
30. It is not practical for a follow-up system to treat full-time students the same as students taking only one or two courses.	Q_1= 1.7 Q_3= 5.6 1 2 3 4 5 6 7 M = 3.5
31. One designated office within a local institution should be assigned the responsibility of conducting student follow-up studies.	Q_1= 1.0 Q_3= 2.3 1 2 3 4 5 6 7 M = 1.4
32. The "conditioning" of students to follow-up studies is important to a follow-up system.	Q_1= 1.0 Q_3= 2.3 1 2 3 4 5 6 7 M = 1.4
33. The "exit interview" is an acceptable method of collecting follow-up information.	Q_1= 1.4 Q_3= 4.2 1 2 3 4 5 6 7 M = 2.7
34. Each department within an institution should indicate the types of follow-up information which will be collected from its former students.	Q_1= 1.4 Q_3= 4.4 1 2 3 4 5 6 7 M = 2.7
35. A student follow-up system should emphasize the collection of data which reflects the student's <u>opinion</u> of the local institution.	Q_1= 1.2 Q_3= 3.3 1 2 3 4 5 6 7 M = 2.1
36. A follow-up system should include methods for continual evaluation and updating of its own procedures.	Q_1= 1.0 Q_3= 1.8 1 2 3 4 5 6 7 M = 1.2
37. Local administrative endorsement and support is necessary for the successful implementation of a follow-up system.	Q_1= 1.0 Q_3= 1.4 1 2 3 4 5 6 7 M = 1.1
38. Follow-up studies should be applied to <u>all</u> students who have attended the institution.	Q_1= 1.2 Q_3= 4.4 1 2 3 4 5 6 7 M = 2.3
39. The State should develop a plan to promulgate significant follow-up studies to interested institutions.	Q_1= 1.2 Q_3= 3.3 1 2 3 4 5 6 7 M = 2.0
40. A randomly sampled number of program graduates should be followed-up for a period of longer than five years.	Q_1= 1.6 Q_3= 5.4 1 2 3 4 5 6 7 M = 3.1

COS-DELPHI - ROUND III, Continued

DEFINITIONS AND CHARACTERISTICS OF A STUDENT FOLLOW-UP SYSTEM	Agree ... Disagree
41. It is not practical to follow-up adult and continuing education students in cultural/recreational and personal type classes.	Q_1= 1.5 Q_3= 5.9 1 2 3 4 5 6 7 M = 3.7
42. Data collection instruments used in the follow-up of occupational-technical students should be the same as those used for university parallel students.	Q_1= 2.9 Q_3= 6.4 1 2 3 4 5 6 7 M = 4.8
43. Student follow-up information should be reported to local institutional Boards of Trustees for their utilization.	Q_1= 1.1 Q_3= 3.0 1 2 3 4 5 6 7 M = 1.7
44. Adult and continuing education follow-up should be given a lower priority than regular credit students in a follow-up system.	Q_1= 1.5 Q_3= 5.9 1 2 3 4 5 6 7 M = 3.4
45. The "undecided student" should not be followed-up until he or she decides upon an educational objective.	Q_1= 3.8 Q_3= 6.7 1 2 3 4 5 6 7 M = 5.8
46. A student follow-up system should emphasize the collection of data which will be beneficial for statewide planning and coordination.	Q_1= 1.3 Q_3= 3.8 1 2 3 4 5 6 7 M = 2.3
47. Students enrolled in classes with a Continuing Education Unit (CEU) designation should be the only adult and continuing students to be followed-up.	Q_1= 3.8 Q_3= 6.5 1 2 3 4 5 6 7 M = 5.4
48. Students who complete semesters, regardless of their educational goal, should not be considered drop-outs.	Q_1= 1.3 Q_3= 4.5 1 2 3 4 5 6 7 M = 2.9
49. The student's opinion of whether the college fulfilled his or her educational needs is one of the most important types of follow-up information to be obtained.	Q_1= 1.2 Q_3= 2.8 1 2 3 4 5 6 7 M = 1.9
50. Information regarding a student's salary should be retrieved.	Q_1= 1.5 Q_3= 3.9 1 2 3 4 5 6 7 M = 2.6
51. The student should be asked what changes, if any; additions, deletions, modifications, etc.; he feels would improve the educational program he was previously pursuing.	Q_1= 1.0 Q_3= 1.9 1 2 3 4 5 6 7 M = 1.3
52. Compensatory/developmental students should be followed-up only upon completion of enrollment in a course of study other than compensatory/developmental.	Q_1= 3.5 Q_3= 6.4 1 2 3 4 5 6 7 M = 4.9
53. Program graduates should be followed-up longer than non-graduates.	Q_1= 1.9 Q_3= 5.7 1 2 3 4 5 6 7 M = 3.7

COS-DELPHI - ROUND III, Continued	
DEFINITIONS AND CHARACTERISTICS OF A STUDENT FOLLOW-UP SYSTEM	Agree ... Disagree
54. An "undecided student" is defined as one who has made no firm commitment to a particular educational objective.	Q_1= 1.0 Q_3= 2.0 1 2 3 4 5 6 7 M = 1.3
55. An immediate follow-up should be initiated on students who complete a semester but do not enroll the following long enrollment period.	Q_1= 1.1 Q_3= 2.9 1 2 3 4 5 6 7 M = 1.9
56. A "stop-out" is defined as a student who temporarily terminates his formal educational pursuits with full intentions of continuing at a later date.	Q_1= 1.0 Q_3= 2.4 1 2 3 4 5 6 7 M = 1.5
57. The documentation of a student's educational goal should be the responsibility of counseling personnel.	Q_1= 1.3 Q_3= 4.3 1 2 3 4 5 6 7 M = 2.6
58. Program graduates should be followed-up annually for no longer than three years.	Q_1= 3.6 Q_3= 6.4 1 2 3 4 5 6 7 M = 5.1
59. A "marketable skill" is defined as only that knowledge and/or skill acquired from a institution which will enable the student to acquire employment utilizing the skill.	Q_1= 1.3 Q_3= 4.3 1 2 3 4 5 6 7 M = 2.5
60. An "occupational-technical program enrollee" is a student who designates an occupational-technical major.	Q_1= 1.1 Q_3= 3.9 1 2 3 4 5 6 7 M = 2.0
61. A "drop-out" is any student who leaves college (formal withdrawal or walk-off) prior to achieving his stated objective, with no intention of returning.	Q_1= 1.0 Q_3= 2.6 1 2 3 4 5 6 7 M = 1.5
62. Before a survey of employers of former students is made regarding "an evaluation of the training an employe has received", the institution should first be responsible for obtaining the permission of these former students to make such a contact.	1 2 3 4 5 6 7
63. Standardized, statewide follow-up questionnaires should be designed for local institutional use.	1 2 3 4 5 6 7
64. Students who withdraw from college prior to completion of the semester should be followed-up regarding their reasons for college withdrawal.	1 2 3 4 5 6 7

Any additional comments?_____.

PLEASE RETURN WITHIN FIVE DAYS

A P P E N D I X B

Table 1. SCOS-DELPHI Institution, Employer or Committee Representation

Table 2. SCOS-DELPHI Employment Area Representation

Table 3. Area of Employment Analysis

Table 4. Graphic illustration of Convergence between Round II and Round III

Table 1.
SCOS-DELPHI Institution, Employer or Committee Representation

Institution, Employer or Committee	Number of Panelists
Project FOLLOW-UP Advisory Committee	12*
Advisory Council for Technical-Vocational Education in Texas	5
Alvin Junior College	8
Amarillo College	9
Angelina College	1
Austin Community College	4
Bee County College	1
Blinn College	1
Brazosport College	1
Central Texas College	1
Clarendon College	1
Cisco Junior College	1
College of the Mainland	7
Cooke County College	4
Dallas County Community College District	8
Del Mar College	3
El Paso Community College	4
Frank Phillips College	1
Galveston College	4
Grayson County College	2
Henderson County Junior College	4
Hill Junior College	1
Houston Community College	3
Howard College at Big Spring	2
Kilgore College	5
Laredo Junior College	1
Lee College	4
McLennan Community College	8
Midland College	2
Navarro College	1
North Harris County College	1
Odessa College	5
Panola Junior College	2
Paris Junior College	1
Ranger Junior College	5
San Antonio College	8
San Jacinto College	4
South Plains College	1
Southwest Texas Junior College	2

*Actually 16. Four also serve in the capacity of Liaison Representative and are included in the count with their respective institution.

Table 1, Continued

Institution, Employer or Committee	Number of Panelists
Tarrant County Junior College	14
Temple Junior College	6
Texarkana Community College	2
Texas Southmost College	1
Texas State Technical Institute	1
Tyler Junior College	1
Vernon Regional Junior College	1
Victoria College	0
Weatherford College	11
Western Texas College	5
Wharton County Junior College	2
Texas Education Agency	7
Coordinating Board	2
Other	2
Total	193

Table 2.
SCOS-DELPHI Employment Area Representation

Area of Employment	Number of Panelists	Percentage of Total Panel
1. Support (Data Processing)	3	1.6%
2. Support (Learning Resources)	2	1.0%
3. Texas Voc/Tech Advisory Council	5	2.6%
4. State Agencies	13	6.7%
5. Administration (Line)	14	7.3%
6. Administration (Staff)	8	4.2%
7. Administration (Voc-Tech)	18	9.3%
8. Academic Faculty	17	8.8%
9. Voc-Tech Faculty	19	9.9%
10. Student Services and Development (Deans)	21	10.8%
11. Student Services and Development (Counselors)	35	18.1%
12. Student Services and Development (Placement)	5	2.6%
13. Adult and Continuing Education	13	6.7%
14. Support Services (Admissions and Records	11	5.7%
15. Research	9	4.7%
Totals	193	100.0%

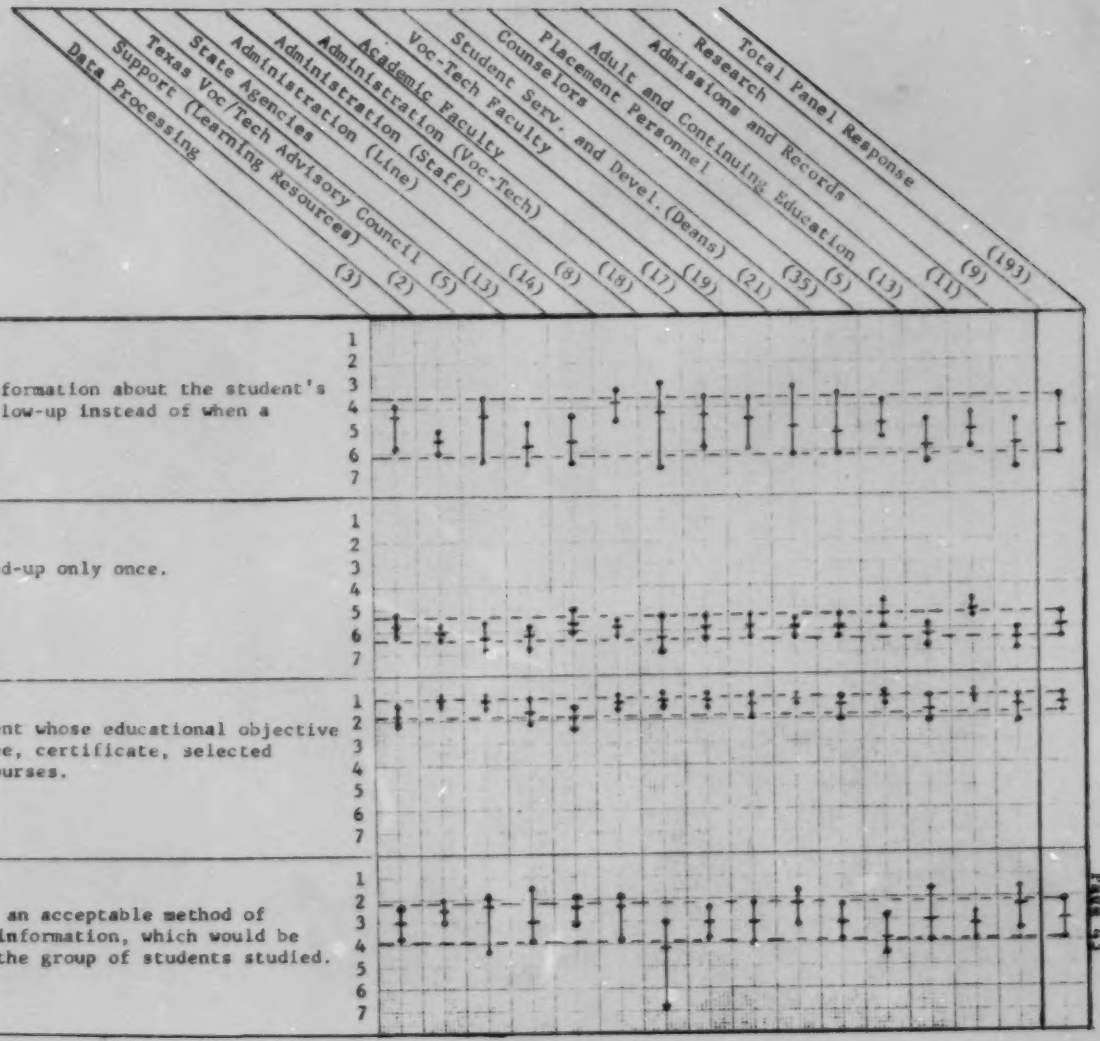
Table 3.

ANALYSIS OF RESPONSES BY EMPLOYMENT AREA

Employment Areas

Key:
- indicates interquartile range
- indicates median
- - - indicates interquartile range of the total panel response
- ( ) number responding

Statement


Data Processing Support (Learning Resources) (3)
Texas Voc/Tech Advisory Council (2)
State Agencies (5)
Administration (Line) (13)
Administration (Staff) (14)
Academic Faculty (Voc-Tech) (8)
Voc-Tech Faculty (18)
Student Serv. and Devel. (Deans) (17)
Counselors (19)
Placement Personnel (21)
Adult and Continuing Education (35)
Admissions and Records (5)
Research (13)
Total Panel Response (11) (9) (193)
1. A follow-up system should obtain information about the student's educational goal at the time of follow-up instead of when a student begins a course of study.
2. Program graduates should be followed-up only once.
3. A "completer" is defined as a student whose educational objective is completed culminating in a degree, certificate, selected courses, or portions of selected courses.
4. Random sampling techniques would be an acceptable method of drawing conclusions from follow-up information, which would be applied to the total population of the group of students studied.
1 2 3 4 5 6 7

Page 43

ANALYSIS OF RESPONSES BY EMPLOYMENT AREA

Key:
- indicates interquartile range
- indicates median
- - - indicates interquartile range of the total panel response
- - -
- ( ) number responding

Employment Areas

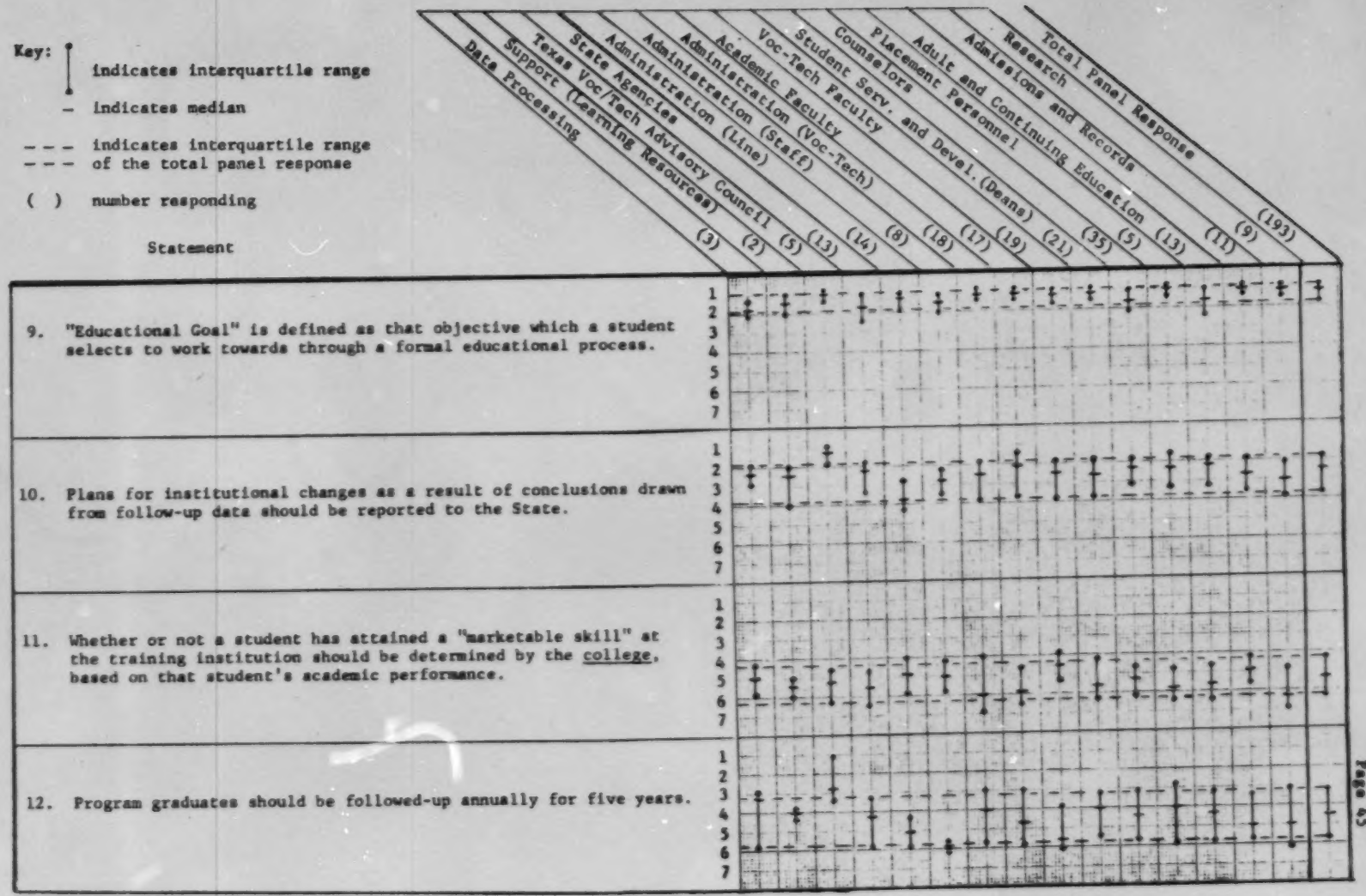
Statement	Data Processing (3)	Support (Learning Resources) (2)	Texas Voc/Tech Advisory Council (5)	State Agencies (13)	Administration (Line) (14)	Administration (Staff) (8)	Administration (Voc-Tech) (18)	Academic Faculty (17)	Voc-Tech Faculty (19)	Student Serv. and Devel. (Deans) (21)	Counselors (35)	Placement Personnel (5)	Adult and Continuing Education (13)	Admissions and Records (11)	Research (9)	Total Panel Response (193)
5. A comprehensive adult and continuing education follow-up subsystem would not be a practical component in a total college follow-up system.																
6. Program coordinators and instructors should have the responsibility of collecting follow-up data.																
7. Summer students should be treated the same as long-semester students in a follow-up system.																
8. Occupational-technical students should be followed-up the same length of time as academic students.																

ANALYSIS OF RESPONSES BY EMPLOYMENT AREA

Key:
- indicates interquartile range
- indicates median
- - - indicates interquartile range of the total panel response
- ( ) number responding

Employment Areas

Statement


Data Processing (3)
Support (Learning Resources) (2)
Texas Voc/Tech Advisory Council (5)
State Agencies (13)
Administration (Line) (14)
Administration (Staff) (8)
Academic Faculty (Voc-Tech) (18)
Voc-Tech Faculty (17)
Student Serv. and Devel. (Deans) (19)
Counselors (21)
Placement Personnel (35)
Adult and Continuing Education (5)
Admissions and Records (13)
Research (11)
Total Panel Response (9) (193)
9. "Educational Goal" is defined as that objective which a student selects to work towards through a formal educational process.
10. Plans for institutional changes as a result of conclusions drawn from follow-up data should be reported to the State.
11. Whether or not a student has attained a "marketable skill" at the training institution should be determined by the college, based on that student's academic performance.
12. Program graduates should be followed-up annually for five years.
1 2 3 4 5 6 7

ANALYSIS OF RESPONSES BY EMPLOYMENT AREA

Employment Areas

Key:
- indicates interquartile range
- – indicates median
- – – – indicates interquartile range of the total panel response
- ( ) number responding

Statement	Data Processing Support (Learning Resources) (3)	Texas Voc/Tech Advisory Council (2)	State Agencies Administration (Line) (5)	Administration (Staff) (13)	Academic Faculty Administration (Voc-Tech) (14)	Voc-Tech Faculty (8)	Student Serv. and Counselors (18)	Placement Personnel and Devel. (Deans) (17)	Adult and Continuing Education (19)	Admissions and Records (21)	Research (35)	Total Panel Response (193)
13. A "drop-in" is defined as a student who does not complete a formal program of study but does achieve his or her educational goal in one semester or less.												
14. Follow-up data should be collected by individual institutions, analyzed by a centralized (statewide) processing agency, and reported back to the individual institutions.												
15. Occupational-technical advisory committees should be involved in the student follow-up process.												
16. Both information received from the student and from his employer should be analyzed in determining whether job skill requirements have been met.												

ANALYSIS OF RESPONSES BY EMPLOYMENT AREA

Key:
- | indicates interquartile range
- – indicates median
- – – – indicates interquartile range of the total panel response
- ( ) number responding

Employment Areas

Statement	Data Processing Support (Learning Resources) (3)	Texas Voc/Tech Advisory Council (2)	State Agencies (5)	Administration (Line) (13)	Administration (Staff) (14)	Academic Faculty Administration (Voc-Tech) (8)	Voc-Tech Faculty (18)	Student Serv. and Devel. (Deans) (17)	Counselors (19)	Placement Personnel (21)	Adult and Continuing Education (35)	Admissions and Records (5)	Research (13)	Total Panel Response (11) (9) (193)
17. A student follow-up system should provide for methods of recognizing the need for specific curriculum revisions.														
18. The use of classroom questionnaires is an acceptable means of collecting student follow-up information.														
19. The documentation of a student's initial educational goal should be maintained and updated at the beginning of each enrollment period.														
20. A student should have enrolled in at least one course funded with occupational-technical funds before he or she is counted as an occupational-technical program enrollee.														

ANALYSIS OF RESPONSES BY EMPLOYMENT AREA

Employment Areas

Key:
- | indicates interquartile range
- – indicates median
- – – – indicates interquartile range of the total panel response
- ( ) number responding

Statement	Data Processing (3)	Support (Learning Resources) (2)	Texas Voc/Tech Advisory Council (5)	State Agencies (13)	Administration (Line) (14)	Administration (Staff) (8)	Academic Faculty (18)	Voc-Tech Faculty (17)	Student Serv. and Devel. (Deans) (19)	Counselors (21)	Placement Personnel (35)	Adult and Continuing Education (5)	Admissions and Records (13)	Research (11)	Total Panel Response (9)	(193)
21. Information pertaining to the student's educational goal should be obtained during the time of the registration process.																
22. A follow-up system should provide for a plan to implement decisions derived from follow-up data.																
23. Each individual institution should develop their own methods for local collection, analysis and reporting of follow-up information based on uniform (statewide) procedural guidelines.																
24. An immediate follow-up should be initiated on students who do not complete the period for which they enroll.																

ANALYSIS OF RESPONSES BY EMPLOYMENT AREA

Employment Areas

Key:
- | indicates interquartile range
- – indicates median
- – – – indicates interquartile range of the total panel response
- ( ) number responding

Statement	Data Processing Support (Learning Resources) (3)	Texas Voc/Tech Advisory Council (2)	State Agencies (5)	Administration (Line) (13)	Administration (Staff) (14)	Academic Faculty Administration (Voc-Tech) (8)	Voc-Tech Faculty (18)	Student Serv. and Devel. (Deans) (17)	Counselors (19)	Placement Personnel (21)	Adult and Continuing Education (35)	Admissions and Records (5)	Research (13)	Total Panel Response (11) (9) (193)
25. Identification of a student's "educational goal" should provide the basis for follow-up.														
26. Program graduates should be followed-up at the end of the first, third, and fifth year.														
27. A follow-up system should emphasize the collection of data which will reflect needed educational changes.														
28. Telephone contacts with students should be used extensively by the follow-up system.														

ANALYSIS OF RESPONSES BY EMPLOYMENT AREA

Employment Areas

Key:
- indicates interquartile range
- indicates median
- indicates interquartile range of the total panel response
- ( ) number responding

Statement	Data Processing Support (Learning Resources) (3)	Texas Voc/Tech Advisory Council (2)	State Agencies Administration (Line) (5)	Administration (Staff) (13)	Academic Faculty Administration (Voc-Tech) (14)	Voc-Tech Faculty (8)	Student Serv. and Devel. (Deans) (18)	Counselors (17)	Placement Personnel (19)	Adult and Continuing Education (21)	Admissions and Records (35)	Research (5)	Total Panel Response (13) (11) (9) (193)
29. More community college funding will be necessary for the purpose of implementing a comprehensive follow-up system.													
30. It is not practical for a follow-up system to treat full-time students the same as students taking only one or two courses.													
31. One designated office within a local institution should be assigned the responsibility of conducting student follow-up studies.													
32. The "conditioning" of students to follow-up studies is important to a follow-up system.													

ANALYSIS OF RESPONSES BY EMPLOYMENT AREA

Employment Areas

Key:
- | indicates interquartile range
- – indicates median
- – – – indicates interquartile range of the total panel response
- ( ) number responding

Statement	Data Processing Support (Learning Resources) (3)	Texas Voc/Tech Advisory Council (2)	State Agencies (5)	Administration (Line) (13)	Administration (Staff) (14)	Academic Faculty Administration (Voc-Tech) (8)	Voc-Tech Faculty (18)	Student Serv. and Devel. (Deans) (17)	Counselors (19)	Placement Personnel (21)	Adult and Continuing Education (35)	Admissions and Records (5)	Research (13)	Total Panel Response (11) (9) (193)
33. The "exit interview" is an acceptable method of collecting follow-up information.														
34. Each department within an institution should indicate the types of follow-up information which will be collected from its former students.														
35. A student follow-up system should emphasize the collection of data which reflects the student's opinion of the local institution.														
36. A follow-up system should include methods for continual evaluation and updating of its own procedures.														

ANALYSIS OF RESPONSES BY EMPLOYMENT AREA

Employment Areas

Key:
- indicates interquartile range
- indicates median
- – – – indicates interquartile range of the total panel response
- ( ) number responding

Statement	Data Processing Support (Learning Resources) (3)	Texas Voc/Tech Advisory Council (2)	State Agencies Administration (Line) (5)	Administration (Staff) (13)	Academic Faculty Administration (Voc-Tech) (14)	Voc-Tech Faculty (8)	Student Serv. and Devel. (Deans) (18)	Counselors (17)	Placement Personnel (19)	Adult and Continuing Education (21)	Admissions and Records (35)	Research (5)	Total Panel Response (193)
37. Local administrative endorsement and support is necessary for the successful implementation of a follow-up system.													
38. Follow-up studies should be applied to <u>all</u> students who have attended the institution.													
39. The State should develop a plan to promulgate significant follow-up studies to interested institutions.													
40. A randomly sampled number of program graduates should be followed-up for a period of longer than five years.													

ANALYSIS OF RESPONSES BY EMPLOYMENT AREA

Employment Areas

Key:
- indicates interquartile range
- indicates median
- - - indicates interquartile range of the total panel response
- ( ) number responding

Statement	Data Processing (3)	Support (Learning Resources) (2)	Texas Voc/Tech Advisory Council (5)	State Agencies (13)	Administration (Line) (14)	Administration (Staff) (8)	Administration (Voc-Tech) (18)	Academic Faculty (17)	Voc-Tech Faculty (19)	Student Serv. and Devel. (Deans) (21)	Counselors (35)	Placement Personnel (5)	Adult and Continuing Education (13)	Admissions and Records (11)	Research (9)	Total Panel Response (193)
41. It is not practical to follow-up adult and continuing education students in cultural/recreational and personal type classes.																
42. Data collection instruments used in the follow-up of occupational-technical students should be the same as those used for university parallel students.																
43. Student follow-up information should be reported to local institutional Boards of Trustees for their utilization.																
44. Adult and continuing education follow-up should be given a lower priority than regular credit students in a follow-up system.																

ANALYSIS OF RESPONSES BY EMPLOYMENT AREA

Employment Areas

Key:
- | indicates interquartile range
- – indicates median
- – – – indicates interquartile range of the total panel response
- ( ) number responding

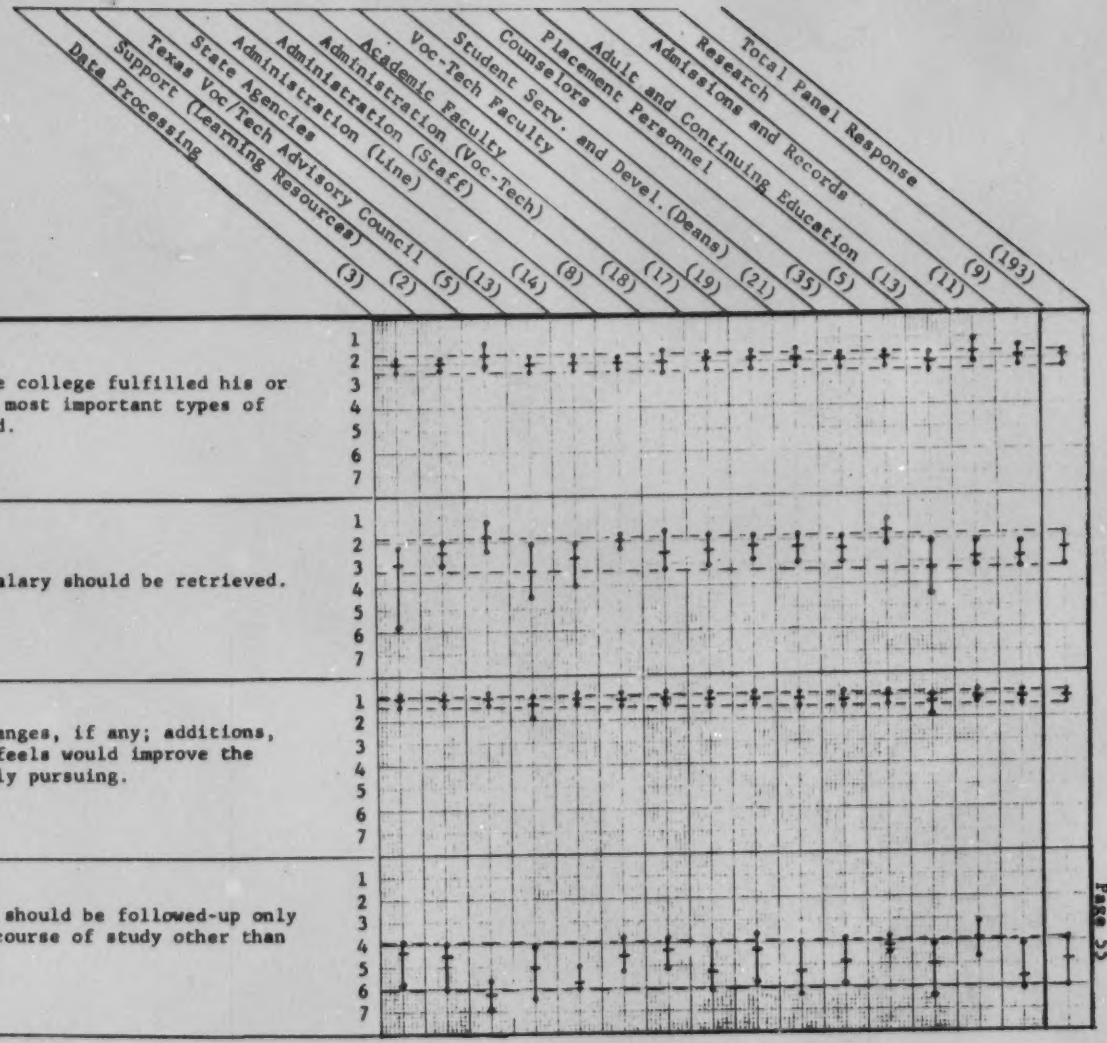
Statement	Data Processing Support (Learning Resources) (3)	Texas Voc/Tech Advisory Council (2)	State Agencies (5)	Administration (Line) (13)	Administration (Staff) (14)	Academic Faculty (8)	Voc-Tech Faculty (Voc-Tech) (18)	Student Serv. and Counselors (17)	Student Serv. and Devel. (Deans) (19)	Placement Personnel (21)	Adult and Continuing Education (35)	Admissions and Records (5)	Research (13)	Total Panel Response (11)	(9)	(193)
45. The "undecided student" should not be followed-up until he or she decides upon an educational objective.																
46. A student follow-up system should <u>emphasize</u> the collection of data which will be beneficial for statewide planning and co-ordination.																
47. Students enrolled in classes with a Continuing Education Unit (CEU) designation should be the only adult and continuing students to be followed-up.																
48. Students who complete semesters, regardless of their educational goal, should not be considered drop-outs.																

ANALYSIS OF RESPONSES BY EMPLOYMENT AREA

Employment Areas

Key:
- | indicates interquartile range
- – indicates median
- – – – indicates interquartile range of the total panel response
- ( ) number responding

Statement


Data Processing Support (Learning Resources) (3)
Texas Voc/Tech Advisory Council (5) (2)
State Agencies (13)
Administration (Line) (14)
Administration (Staff) (8)
Academic Faculty (18)
Voc-Tech Faculty (17)
Student Serv. and Devel. (Deans) (19)
Counselors (21)
Placement Personnel (35)
Adult and Continuing Education (5)
Admissions and Records (13)
Research (11)
Total Panel Response (9) (193)
49. The student's opinion of whether the college fulfilled his or her educational needs is one of the most important types of follow-up information to be obtained.
50. Information regarding a student's salary should be retrieved.
51. The student should be asked what changes, if any; additions, deletions, modifications, etc.; he feels would improve the educational program he was previously pursuing.
52. Compensatory/developmental students should be followed-up only upon completion of enrollment in a course of study other than compensatory/developmental.
1 2 3 4 5 6 7

ANALYSIS OF RESPONSES BY EMPLOYMENT AREA

Key:
- | indicates interquartile range
- – indicates median
- – – – indicates interquartile range of the total panel response
- ( ) number responding

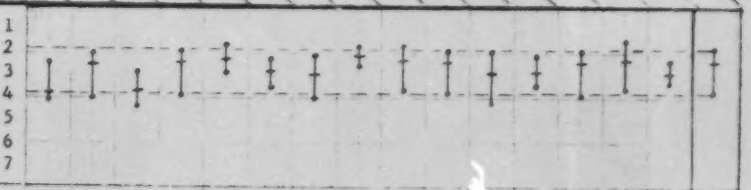
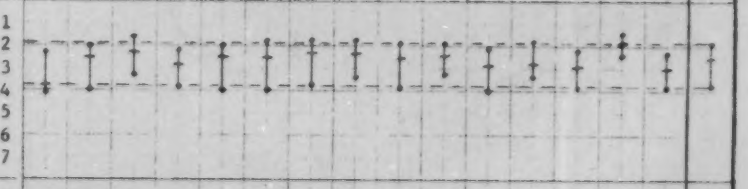
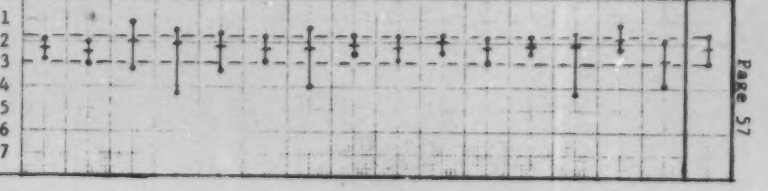
Employment Areas

Statement	Data Processing (3)	Support (Learning Resources) (2)	Texas Voc/Tech Advisory Council (5)	State Agencies (13)	Administration (Line) (14)	Administration (Staff) (8)	Administration (Voc-Tech) (18)	Academic Faculty (17)	Voc-Tech Faculty (19)	Student Serv. and Devel. (Deans) (21)	Counselors (35)	Placement Personnel (5)	Adult and Continuing Education (13)	Admissions and Records (11)	Research (9)	Total Panel Response (193)
53. Program graduates should be followed-up longer than non-graduates.																
54. An "undecided student" is defined as one who has made no firm commitment to a particular educational objective.																
55. An immediate follow-up should be initiated on students who complete a semester but do not enroll the following long enrollment period.																
56. A "stop-out" is defined as a student who temporarily terminates his formal educational pursuits with full intentions of continuing at a later date.																

ANALYSIS OF RESPONSES BY EMPLOYMENT AREA

Key:
- | indicates interquartile range
- – indicates median
- – – – indicates interquartile range of the total panel response
- ( ) number responding

Employment Areas

Statement	Data Processing Support (Learning Resources) (3)	Texas Voc/Tech Advisory Council (2)	State Agencies (5)	Administration (Line) (13)	Administration (Staff) (14)	Academic Faculty (Voc-Tech) (8)	Voc-Tech Faculty (18)	Student Serv. and Devel. (Deans) (17)	Counselors (19)	Placement Personnel (21)	Adult and Continuing Education (35)	Admissions and Records (5)	Research (13)	Total Panel Response (11) (9) (193)
57. The documentation of a student's educational goal should be the responsibility of counseling personnel.														
58. Program graduates should be followed-up annually for no longer than three years.														
59. A "marketable skill" is defined as only that knowledge and/or skill acquired from an institution which will enable the student to acquire employment utilizing the skill.														
60. An "occupational-technical program enrollee" is a student who designates an occupational-technical major.														

ANALYSIS OF RESPONSES BY EMPLOYMENT AREA

Employment Areas

Key:
- | indicates interquartile range
- – indicates median
- – – – indicates interquartile range of the total panel response
- ( ) number responding

Statement	Data Processing Support (Learning Resources) (3)	Texas Voc/Tech Advisory Council (2)	State Agencies Administration (Line) (5)	Administration (Staff) (13)	Academic Faculty Administration (Voc-Tech) (14)	Voc-Tech Faculty (8)	Student Serv. and Devel. (Deans) (18)	Counselors (17)	Placement Personnel (19)	Adult and Continuing Education (21)	Admissions and Records (35)	Research (5)	Total Panel Response (13) (11) (9) (193)
61. A "drop-out" is any student who leaves college (formal withdrawal or walk-off) prior to achieving his stated objective, with no intention of returning.													
62. Before a survey of employers of former students is made regarding "an evaluation of the training an employe has received," the institution should first be responsible for obtaining the permission of these former students to make such a contact.													
63. Standardized, statewide follow-up questionnaires should be designed for local institutional use.													
64. Students who withdraw from college prior to completion of the semester should be followed-up regarding their reasons for college withdrawal.													

Table 4

SCOS-DELPHI
Interquartile Range Representation
ROUND II AND III Total Panel Response

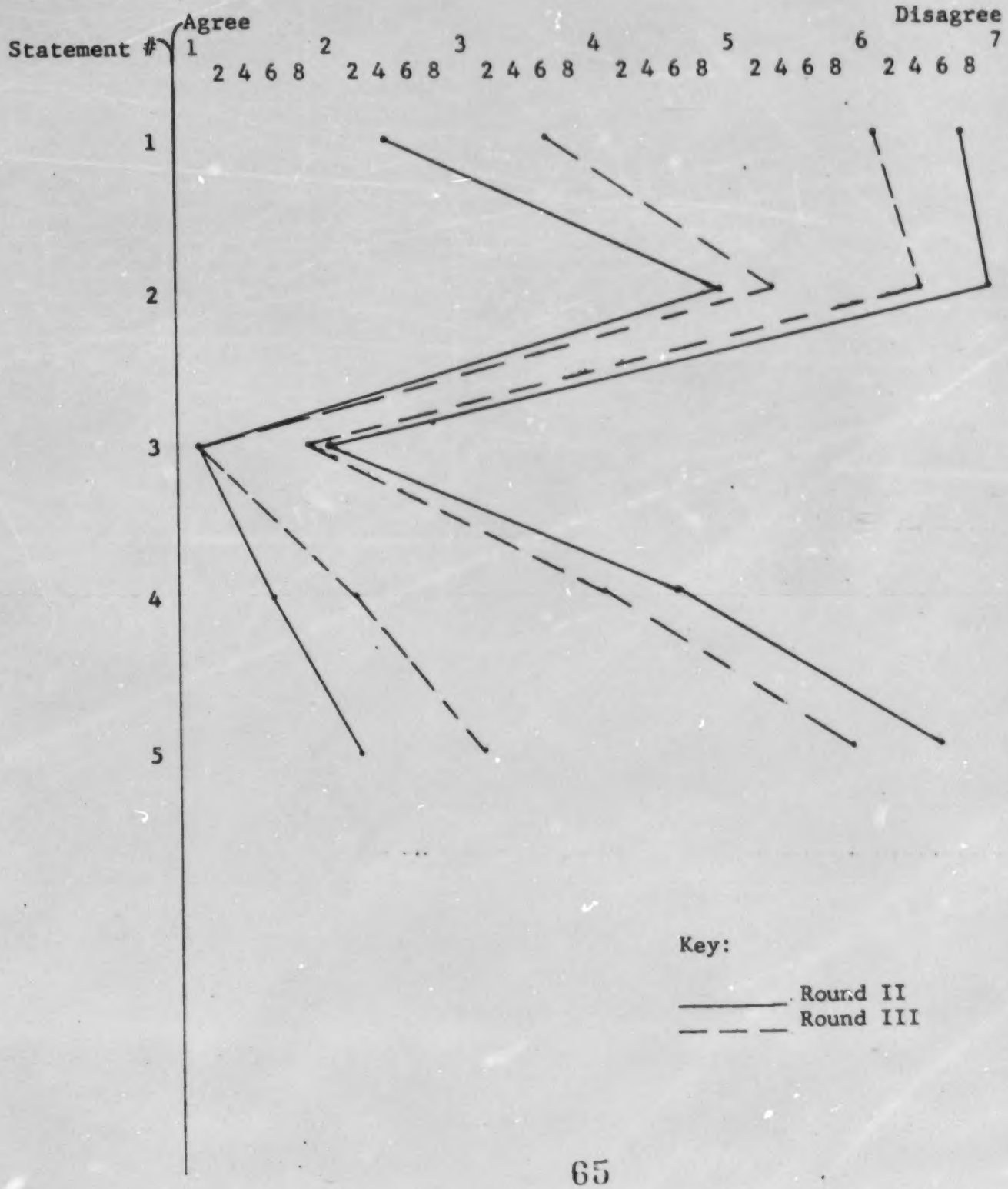


Table 4

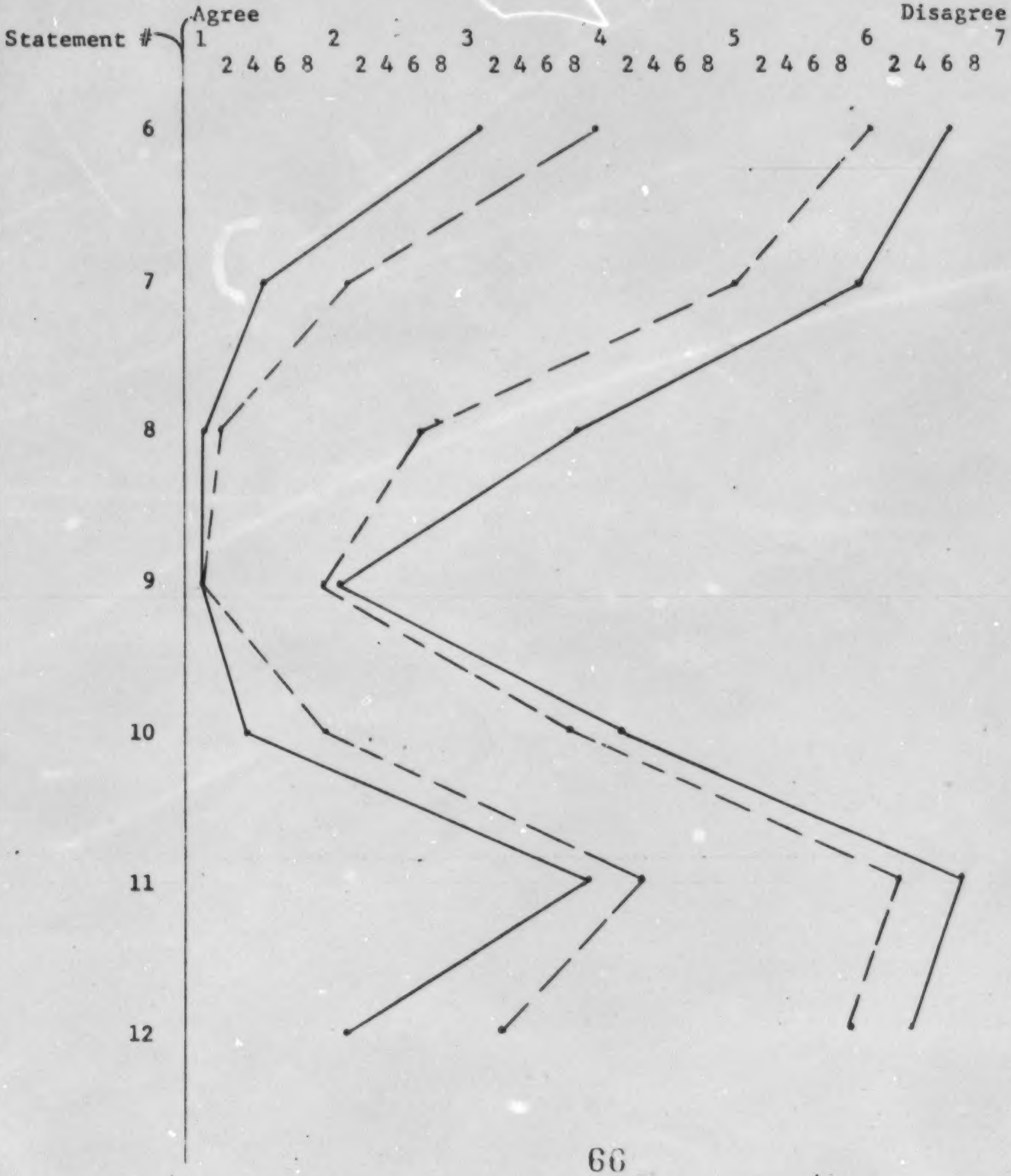

Agree
Disagree
Statement #
1
2
3
4
5
6
7
2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8
6
7
8
9
10
11
12

Table 4

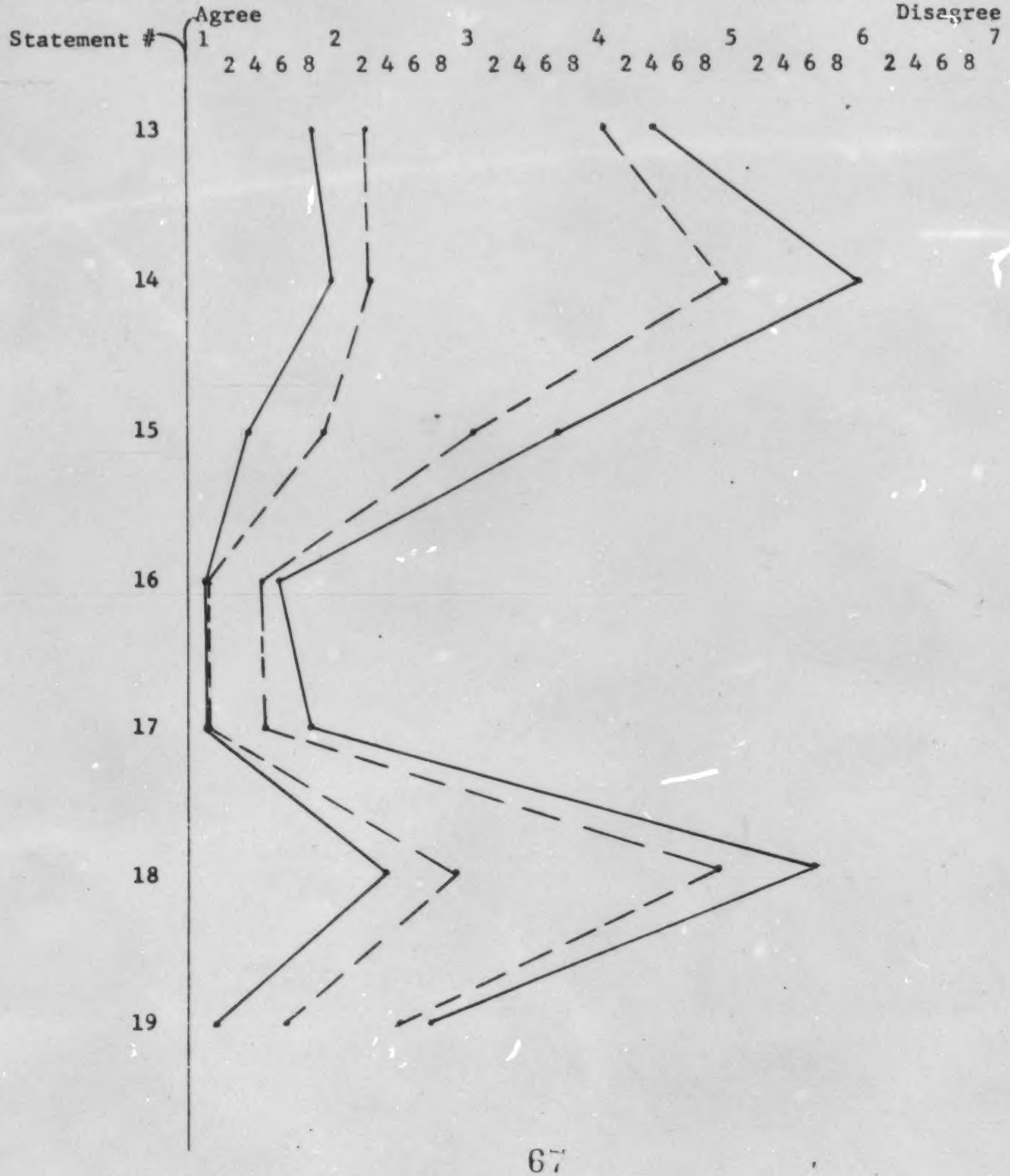

Agree
Disagree
Statement #
1 2 3 4 5 6 7
2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8
13
14
15
16
17
18
19

Table 4

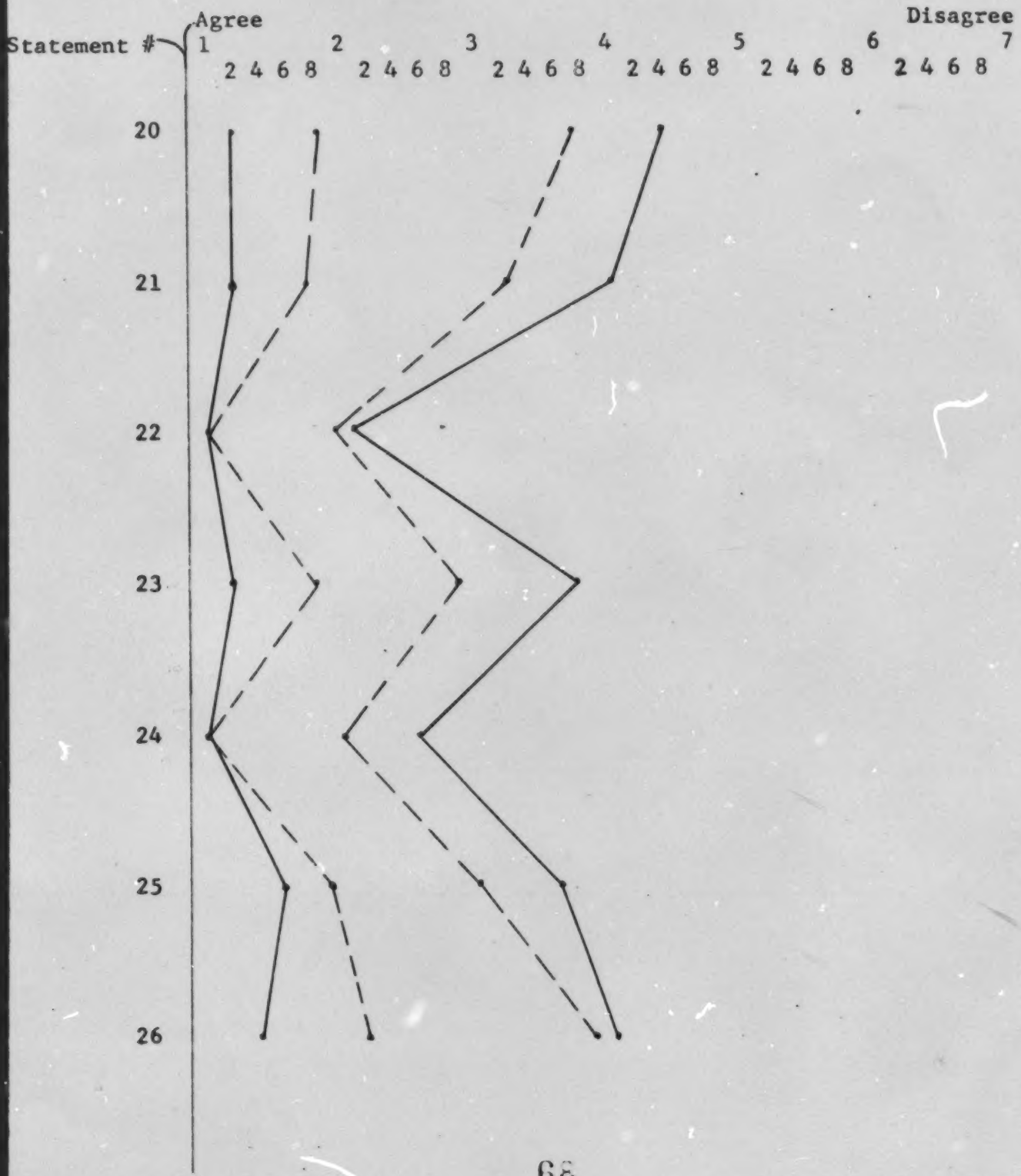

Agree
Disagree
Statement #
1
2
3
4
5
6
7
2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8
20
21
22
23
24
25
26

Table 4

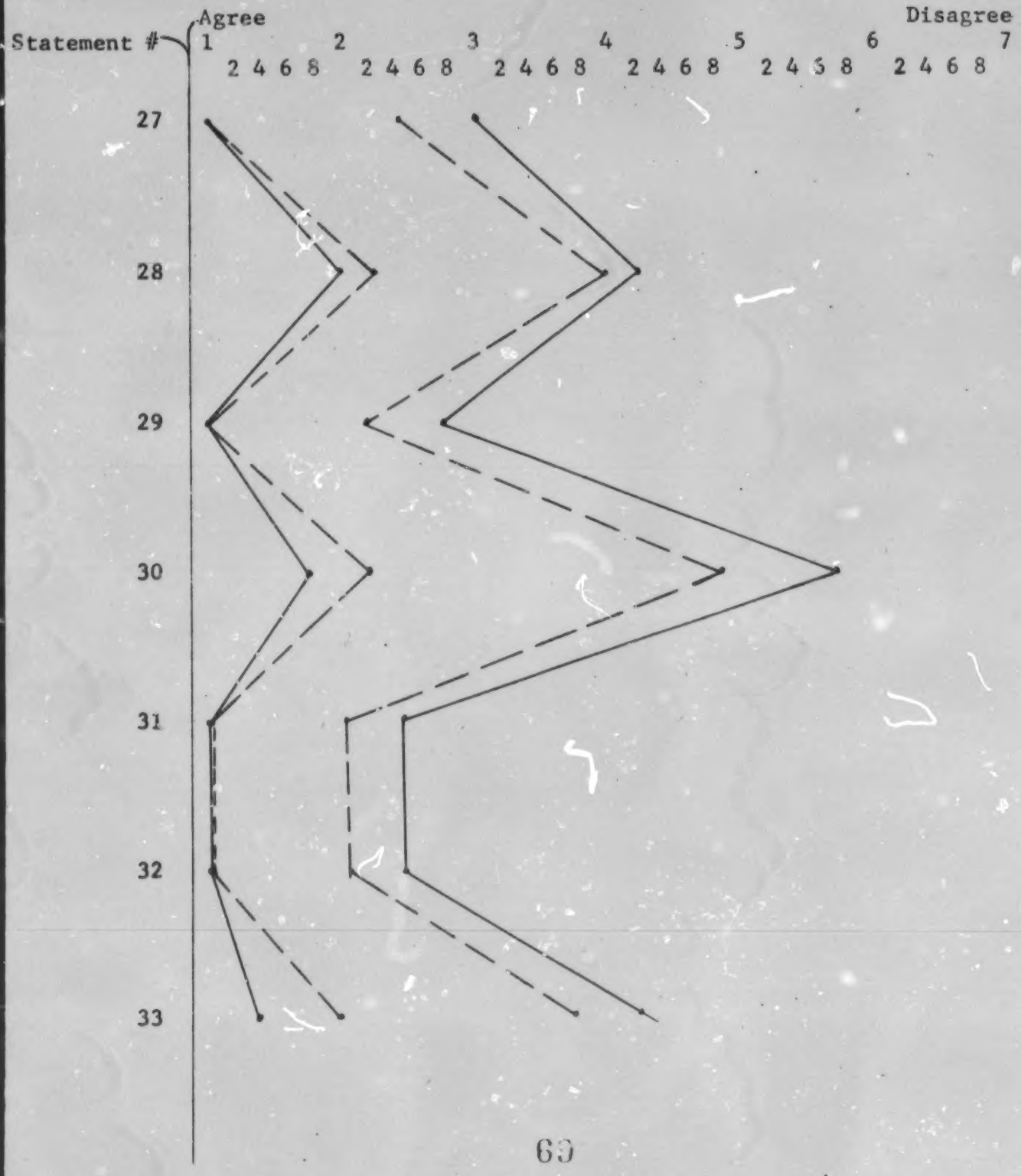

Agree
Disagree
Statement #
1 2 3 4 5 6 7
2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8
27
28
29
30
31
32
33

Table 4

Agree
Disagree
Statement #
1
2
3
4
5
6
7
2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8
34
35
36
37
38
39
40

Table 4

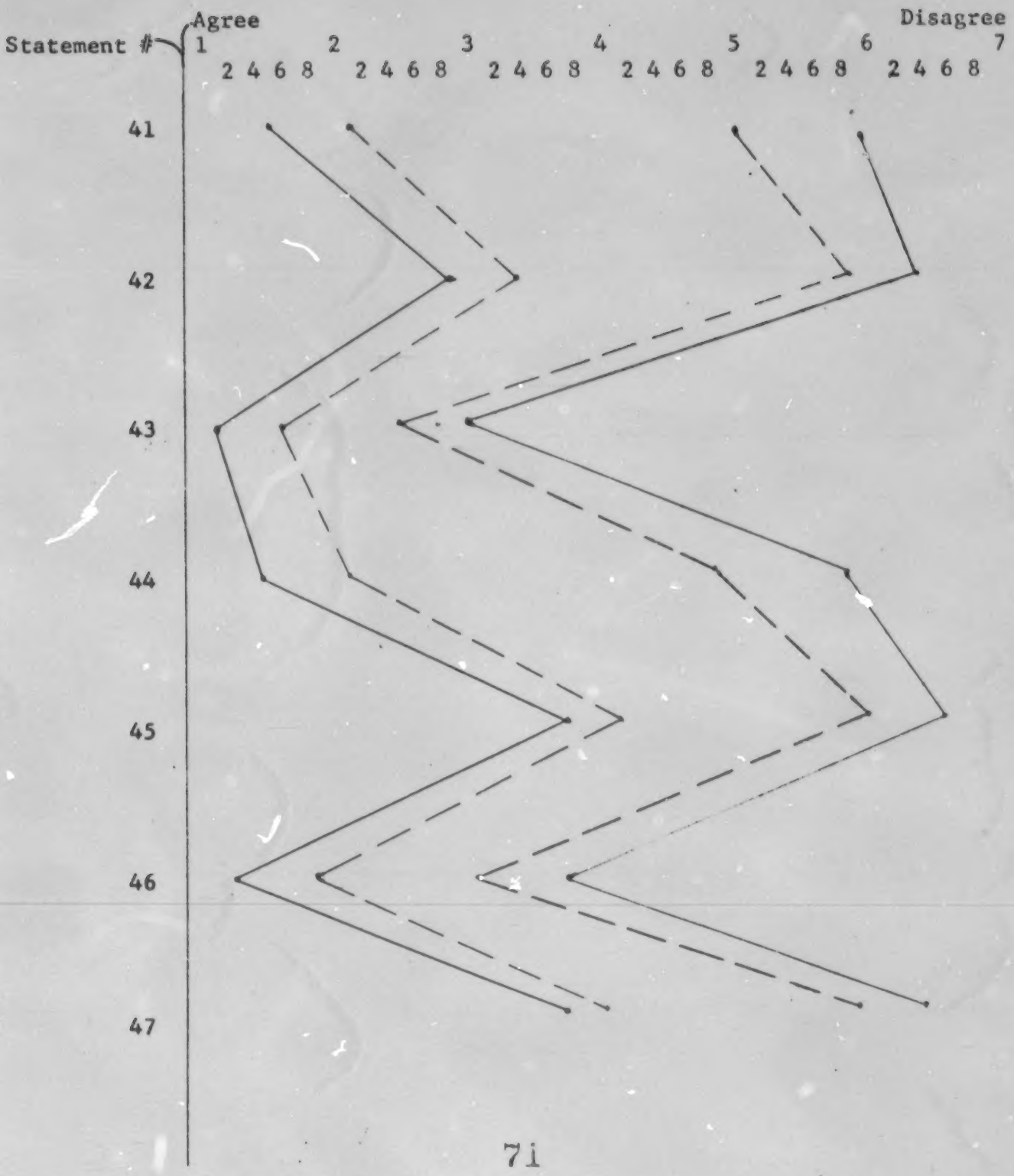

Agree
Disagree
Statement #
1
2
3
4
5
6
7
2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8
41
42
43
44
45
46
47

Table 4

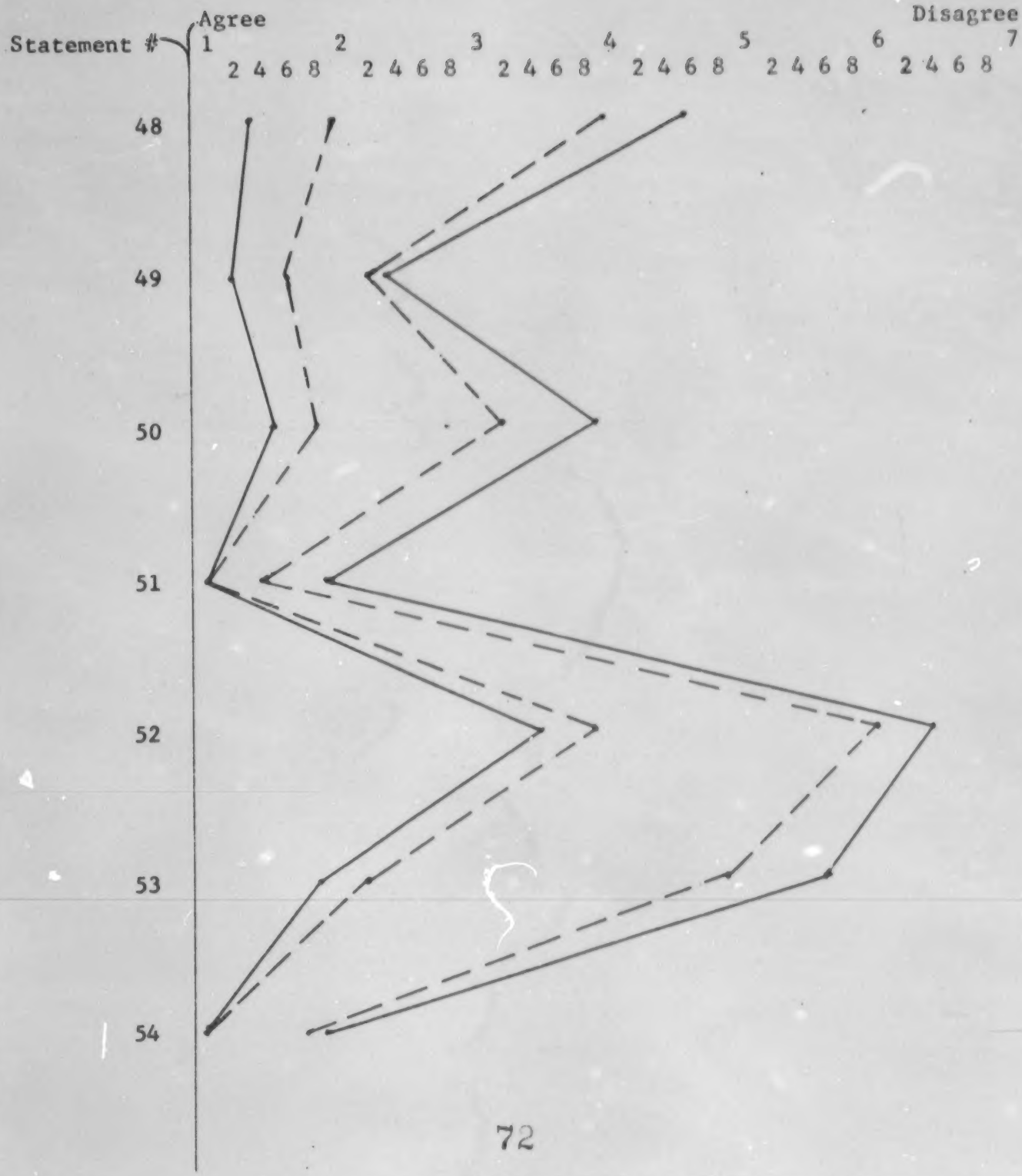

Agree
Disagree
Statement #
1
2
3
4
5
6
7
2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8
48
49
50
51
52
53
54

Table 4

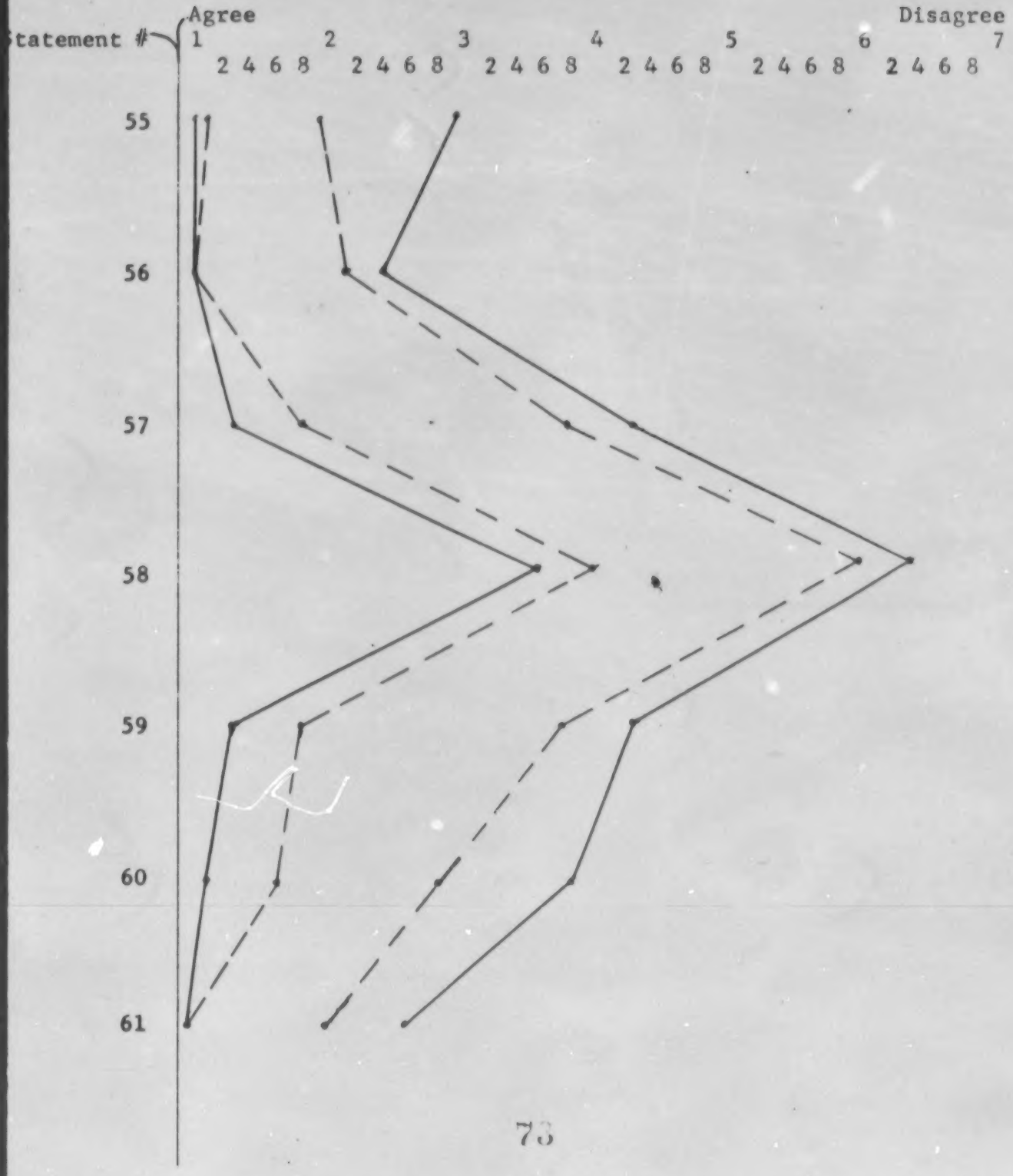
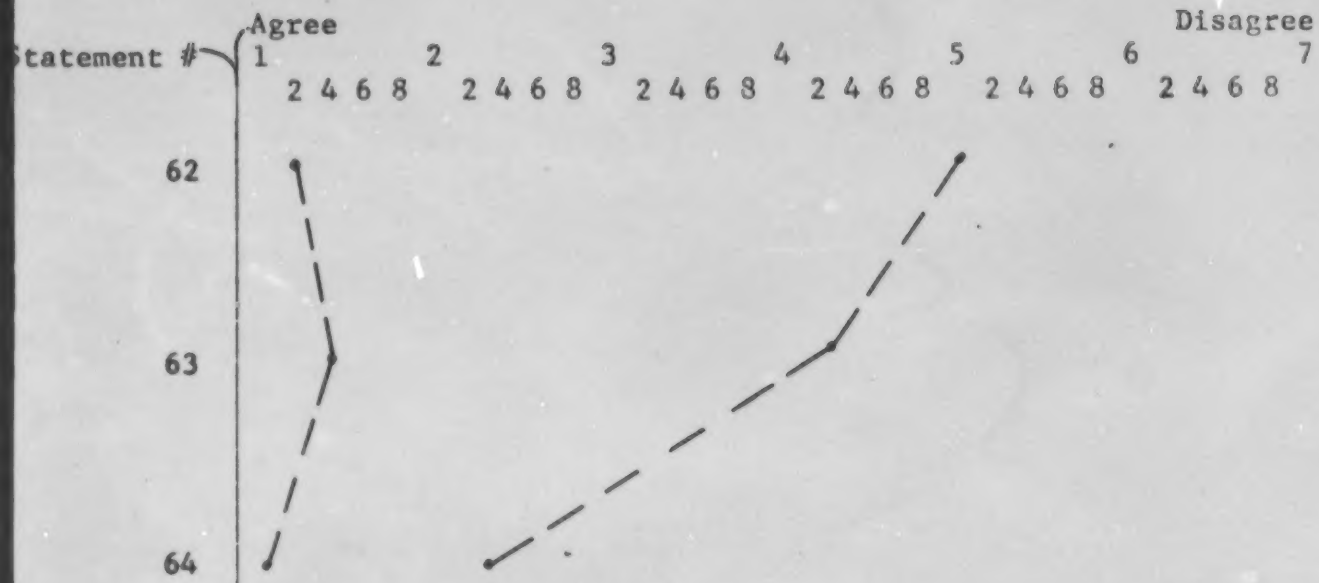

Statement #
Agree
Disagree
1 2 3 4 5 6 7
2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8
55
56
57
58
59
60
61

Table 4



Note:
Statements 62, 63 and 64 were added to Round III and rated only once.

A P P E N D I X C

Round III Total Panel Response Analysis

EXPLANATION OF ANALYSIS
(SCOS-DELPHI Round III)

A ranking scale of 1 through 7 (indicating agree - disagree respectively) was used on the Delphi Round II and Round III instruments.

The following SCOS-DELPHI analysis of the Round III total panel response to each statement has been computed as follows:

Mean	The average panel response.
Median	The midpoint of all responses.
SD	Standard Deviation.
I/Q Range	The Interquartile Range contains the middle 50 percent of the total responses. In some instances of extremely skewed response distributions some rounding may be evident. This condition is not an error bias, but rather a function of statistical mechanics.
QA-1 through QA-7	Indicates the number of panelists responding with each respective rank of 1 through 7.
N/R	No response.
O/R	A response other than 1 through 7, or a response indicating more than one choice for a particular statement.
Totals	The total number of responses to each statement.

PROJECT FOLLOW UP

SCOS DELPHI ROUND III TOTAL PANEL RESPONSE

	SCOS-DELPHI ROUND III QUESTION	MEAN	MEDIAN
1.	A follow-up system should obtain information about the student's educational goal at the time of follow-up instead of when a student begins a course of study.	4.77487	4.95000
2.	Program graduates should be followed-up only once.	5.76963	5.89500
3.	A "completer" is defined as a student whose educational objective is completed culminating in a degree, certificate, selected courses, or portions of selected courses.	1.47644	1.26400
4.	Random sampling techniques would be an acceptable method of drawing conclusions from follow-up information, which would be applied to the total population of the group of students studied.	3.18229	2.96000
5.	A comprehensive adult and continuing education follow-up subsystem would not be a practical component in a total college follow-up system.	4.41799	4.58064
6.	Program coordinators and instructors should have the responsibility of collecting follow-up data.	4.86979	5.05882
7.	Summer students should be treated the same as long-semester students in a follow-up system.	3.56250	3.56452
8.	Occupational-technical students should be followed-up the same length of time as academic students.	2.12042	1.73276
9.	"Educational Goal" is defined as that objective which a student selects to work towards through a formal educational process.	1.43979	1.24609
10.	Plans for institutional changes as a result of conclusions drawn from follow-up data should be reported to the State.	2.79058	2.41975
11.	Whether or not a student has attained a "marketable skill" at the training institution should be determined by the college, based on that student's academic performance.	5.15183	5.31111

SD	I/Q RANGE		QA=1	QA=2	QA=3	QA=4	QA=5	QA=6	QA=7	N/R	O/R	TOTALS
1.62976	3.57432	6.11274	11	1	33	37	30	51	28	1	1	191
0.97579	5.30357	6.37250	2	1	1	10	42	100	35	1	1	191
0.94798	0.88200	1.82018	125	57	4	1	0	1	3	1	1	191
1.46952	2.09016	3.92857	12	61	50	49	3	3	14	0	1	192
1.70585	3.09146	5.88265	14	9	41	28	31	49	17	3	1	189
1.43568	3.92000	6.01563	7	5	15	50	34	64	17	1	0	192
1.61898	2.13265	4.88000	17	49	28	31	50	8	9	0	1	192
1.46196	1.08232	2.60484	82	58	31	4	4	6	6	2	0	191
0.88341	0.87305	1.77232	128	56	2	1	1	1	2	1	1	191
1.32163	1.83025	3.70109	21	81	32	46	2	3	6	1	1	191
1.38541	4.24432	6.20089	6	3	6	44	45	56	31	1	1	191

	SCOS-DELPHI ROUND III QUESTION	MEAN	MEDIAN
12.	Program graduates should be followed-up annually for five years.	4.42408	4.45588
13.	A "drop-in" is defined as a student who does not complete a formal program of study but does achieve his or her educational goal in one semester or less.	3.12766	3.14286
14.	Follow-up data should be collected by individual institutions, analyzed by a centralized (statewide) processing agency, and reported back to the individual institutions.	3.70157	3.63750
15.	Occupational-technical advisory committees should be involved in the student follow-up process.	2.54167	2.25247
16.	Both information received from the student and from his employer should be analyzed in determining whether job skill requirements have been met.	1.24468	1.09494
17.	A student follow-up system should provide for methods of recognizing the need for specific curriculum revisions.	1.20526	1.09006
18.	The use of classroom questionnaires is an acceptable means of collecting student follow-up information.	3.83069	3.50333
19.	The documentation of a student's initial educational goal should be maintained and updated at the beginning of each enrollment period.	1.98413	1.93310
20.	A student should have enrolled in at least one course funded with occupational-technical funds before he or she is counted as an occupational-technical program enrollee.	2.74345	2.31034
21.	Information pertaining to the student's educational goal should be obtained during the time of the registration process.	2.58947	2.19307
22.	A follow-up system should provide for a plan to implement decisions derived from follow-up data.	1.48438	1.32051

SD	I/Q RANGE		QA=1	QA=2	QA=3	QA=4	QA=5	QA=6	QA=7	N/R	D/R	TOTALS
1.57973	3.16848	5.83182	10	7	46	34	28	55	11	1	1	191
1.14608	2.16667	3.96377	7	60	42	69	5	1	4	4	1	188
1.66578	2.23113	4.86806	9	53	28	40	36	7	18	1	1	191
1.27815	1.77723	2.96000	20	101	50	8	3	1	9	1	0	192
0.77441	0.79747	1.39240	158	24	3	0	1	0	2	3	2	188
0.61982	0.79503	1.38509	161	24	3	1	0	0	1	2	1	190
1.44856	2.84701	4.75000	9	15	67	42	35	6	15	3	1	189
0.78664	1.60035	2.26584	33	142	5	5	2	1	1	3	1	189
1.42239	1.76149	3.65625	25	87	25	40	2	4	8	1	1	191
1.38408	1.72277	3.16000	25	101	25	24	4	3	8	2	1	190
0.84765	0.91026	1.88571	117	70	0	1	2	0	2	0	1	192

	SCOS-DELPHI ROUND III QUESTION	MEAN	MEDIAN
23.	Each individual institution should develop their own methods for local collection, analysis and reporting of follow-up information based on uniform (statewide) procedural guidelines.	2.37895	2.16355
24.	An immediate follow-up should be initiated on students who do not complete the period for which they enroll.	1.58730	1.46428
25.	Identification of a student's "educational goal" should provide the basis for follow-up.	2.39791	2.26500
26.	Program graduates should be followed-up at the end of the first, third, and fifth year.	2.90000	2.44118
27.	A follow-up system should emphasize the collection of data which will reflect needed institutional changes.	1.84896	1.57018
28.	Telephone contacts with students should be used extensively by the follow-up system.	3.09424	3.01695
29.	More community college funding will be necessary for the purpose of implementing a comprehensive follow-up system.	1.68229	1.42308
30.	It is not practical for a follow-up system to treat full-time students the same as students taking only one or two courses.	3.44271	3.31818
31.	One designated office within a local institution should be assigned the responsibility of conducting student follow-up studies.	1.49215	1.31624
32.	The "conditioning" of students to follow-up studies is important to a follow-up system.	1.46316	1.34071
33.	The "exit interview" is an acceptable method of collecting follow-up information.	2.81771	2.50000

SD	I/Q RANGE		QA=1	QA=2	QA=3	QA=4	QA=5	QA=6	QA=7	N/R	D/R	TOTALS
1.10195	1.71963	2.77381	24	107	42	6	5	3	3	2	1	190
0.80937	0.98214	2.03354	98	82	3	3	2	0	1	3	1	189
0.93719	1.78750	2.90417	19	100	60	7	1	2	2	2	0	191
1.38241	1.88235	3.78750	15	85	31	40	8	4	7	1	2	190
1.07679	1.02174	2.41228	92	57	34	2	4	2	1	0	1	192
1.14933	2.20259	3.85000	7	58	59	55	6	1	5	1	1	191
1.04985	0.96154	2.10606	104	66	12	6	0	1	3	0	1	192
1.54679	2.09615	4.80612	17	52	33	27	49	10	4	0	1	192
0.80489	0.90812	1.90385	117	65	2	5	1	0	1	1	1	191
0.69298	0.92035	1.91549	113	71	4	1	0	0	1	2	1	190
1.33584	1.84247	3.65000	23	73	42	40	2	8	4	0	1	192

	SCOS-DELPHI ROUND III QUESTION	MEAN	MEDIAN
34.	Each department within an institution should indicate the types of follow-up information which will be collected from its former students.	2.92147	2.66667
35.	A student follow-up system should emphasize the collection of data which reflects the student's opinion of the local institution.	2.27368	2.16667
36.	A follow-up system should include methods for continual evaluation and updating of its own procedures.	1.15104	1.08537
37.	Local administrative endorsement and support is necessary for the successful implementation of a follow-up system.	1.09896	1.03039
38.	Follow-up studies should be applied to all students who have attended the institution.	2.76963	2.32692
39.	The State should develop a plan to promulgate significant follow-up studies to interested institutions.	2.21354	2.13809
40.	A randomly sampled number of program graduates should be followed-up for a period of longer than five years.	3.29843	3.01316
41.	It is not practical to follow-up adult and continuing education students in cultural/recreational and personal type classes.	3.61458	3.46667
42.	Data collection instruments used in the follow-up of occupational-technical students should be the same as those used for university parallel students.	4.58947	4.72581
43.	Student follow-up information should be reported to local institutional Boards of Trustees for their utilization.	2.22105	2.04286
44.	Adult and continuing education follow-up should be given a lower priority than regular credit students in a follow-up system.	3.57292	3.37097

SD	I/Q RANGE		QA=1	QA=2	QA=3	QA=4	QA=5	QA=6	QA=7	N/R	L/R	TOTALS
1.34558	1.93929	3.64583	17	70	51	36	3	9	5	1	1	191
0.86987	1.71428	2.74510	25	105	51	4	2	3	0	1	2	190
0.37235	0.79268	1.37805	164	27	1	0	0	0	0	0	1	192
0.54543	0.76519	1.29558	181	9	0	0	0	2	0	0	1	192
1.48265	1.71474	3.76163	31	78	23	43	3	5	8	1	1	191
0.84854	1.68095	2.69231	29	105	52	4	0	0	2	0	1	192
1.51776	2.04435	4.58333	14	62	38	26	39	5	7	1	1	191
1.65435	2.14151	4.98980	14	53	30	23	49	14	9	1	0	192
1.54916	3.37838	5.91228	8	7	37	36	31	57	14	2	1	190
1.11619	1.59048	2.49524	38	105	32	7	1	4	3	2	1	190
1.63136	2.13158	4.92857	12	57	31	23	49	10	10	1	0	192

	SCOS-DELPHI ROUND III QUESTION	MEAN	MEDIAN
45.	The "undecided student" should not be followed-up until he or she decides upon an educational objective.	5.06316	5.50000
46.	A student follow-up system should emphasize the collection of data which will be beneficial for statewide planning and co-ordination.	2.64398	2.40341
47.	Students enrolled in classes with a Continuing Education Unit (CEU) designation should be the only adult and continuing students to be followed-up.	5.01587	5.07813
48.	Students who complete semesters, regardless of their educational goal, should not be considered drop-outs.	3.03704	2.68056
49.	The student's opinion of whether the college fulfilled his or her educational needs is one of the most important types of follow-up information to be obtained.	1.95811	1.92806
50.	Information regarding a student's salary should be retrieved.	2.65445	2.43125
51.	The student should be asked what changes, if any; additions, deletions, modifications, etc.; he feels would improve the educational program he was previously pursuing.	1.19792	1.10000
52.	Compensatory/developmental students should be followed-up only upon completion of enrollment in a course of study other than compensatory/developmental.	4.84210	4.83333
53.	Program graduates should be followed-up longer than non-graduates.	3.58730	3.54545
54.	An "undecided student" is defined as one who has made no firm commitment to a particular educational objective.	1.49215	1.31624
55.	An immediate follow-up should be initiated on students who complete a semester but do not enroll the following long enrollment period.	2.02105	1.93704

SD	I/O RANGE		QA=1	QA=2	QA=3	QA=4	QA=5	QA=6	QA=7	N/R	O/R	TOTALS
1.40907	4.22619	6.05375	5	4	4	42	36	80	15	2	1	190
1.17520	1.86080	3.14344	16	88	61	12	6	4	4	0	2	191
1.16599	4.05078	6.00373	1	2	9	64	32	67	14	3	1	189
1.47777	1.92606	3.90341	17	71	36	44	3	10	8	3	1	189
0.71508	1.58453	2.27158	36	139	8	5	2	1	0	0	2	191
1.26407	1.83437	3.15000	21	80	65	11	3	5	6	2	0	191
0.48131	0.80000	1.40000	160	27	4	1	0	0	0	0	1	192
1.34412	3.88525	5.96610	4	4	16	61	30	59	16	2	1	190
1.59995	2.15351	4.85000	10	57	26	33	45	7	11	2	2	189
0.82417	0.90812	1.89773	117	66	2	2	3	0	1	1	1	191
0.90005	1.58519	2.28889	36	135	9	4	3	1	2	2	1	190

	SCOS-DELPHI ROUND III QUESTION	MEAN	MEDIAN
56.	A "stop-out" is defined as a student who temporarily terminates his formal educational pursuits with full intentions of continuing at a later date.	1.65263	1.47938
57.	The documentation of a student's educational goal should be the responsibility of counseling personnel.	2.90052	2.43210
58.	Program graduates should be followed-up annually for no longer than three years.	4.92632	5.12857
59.	A "marketable skill" is defined as only that knowledge and/or skill acquired from a institution which will enable the student to acquire employment utilizing the skill.	2.92632	2.47561
60.	An "occupational-technical program enrollee" is a student who designates an occupational-technical major.	2.43455	2.16495
61.	A "drop-out" is any student who leaves college (formal withdrawal or walk-off) prior to achieving his stated objective, with no intention of returning.	1.63158	1.45000
62.	Before a survey of employers of former students is made regarding "an evaluation of the training an employe has received," the institution should first be responsible for obtaining the permission of these former students to make such a contact.	3.08021	2.44231
63.	Standardized, statewide follow-up questionnaires should be designed for local institutional use.	2.94681	2.34783
64.	Students who withdraw from college prior to completion of the semester should be followed-up regarding their reasons for college withdrawal.	1.80952	1.44500

SD	I/Q RANGE		QA=1	QA=2	QA=3	QA=4	QA=5	QA=6	QA=7	N/R	D/R	TOTALS
0.97082	0.98969	2.06875	97	80	5	4	1	0	3	2	1	190
1.44915	1.84259	3.81410	20	81	30	39	7	7	7	1	1	191
1.38596	4.00961	6.02273	5	8	8	52	35	66	16	1	2	190
1.40107	1.89634	3.79762	15	82	33	42	7	2	9	2	1	190
1.25521	1.67268	2.89103	31	97	39	11	3	6	4	1	1	191
0.96848	0.97500	2.04487	100	78	5	2	1	2	2	0	3	190
2.08867	1.17754	4.95833	69	26	18	19	16	24	13	5	3	187
1.92888	1.35454	4.31250	55	46	27	16	18	10	16	5	0	188
1.15732	0.97250	2.25909	100	55	17	8	6	2	1	4	0	189

A P P E N D I X D

Report of Minority Responses

REPORT OF MINORITY RESPONSES

Representative Reasons for Deviation from Group Consensus	Total Panel IQ Range Q_1	Q_3
1. A follow-up system should obtain information about the student's educational goal at the time of follow-up instead of when a student begins a course of study.	2.4	6.7
Above range: "Should be both, but definitely when study begins."		
"Information on a student from the time he begins his course of study seems essential in order to ascertain to what extent, if any, that information relates to his behavior at the time of follow up."		
"It is crucial to measure educational goals at initial contact, as well as continually throughout the student's matriculation period and at follow-up because a good school or program can be expected to produce change in them, and the change must be measured."		
Below range: "I don't feel it is responsibility of follow-up to know what the goal was at first of course."		
2. Program graduates should be followed-up only once.	4.9	6.9
Above range: "A single follow-up would bias the data against those who are unable to obtain immediate employment in field."		
Below range: "Once is simply not enough."		
"To me, the primary purpose of the follow-up should be to find out about undertraining and overtraining based upon job requirements. One evaluation (6 mos. after graduation) would do this."		
3. A "completer" is defined as a student whose educational objective is completed culminating in a degree, certificate, selected courses, or portions of selected courses.	1.0	2.0

		Q_1	Q_3
	Above range: "(selected courses, or portions of selected courses) These items are not elements of a specific academic or occupational training program." "Disagree with statement 'portions of selected courses'."		
4.	Random sampling techniques would be an acceptable method of drawing conclusions from follow-up information, which would be applied to the total population of the group of students studied.	1.5	4.6
	Above range: "True random sampling would require more effort than total population study since we are concerned with a relatively small population also for graduates of a single institution it would likely not be accurate." "This will not meet legal requirements." "Too much variance in programs and people." Below range: "If sample is large enough, very acceptable." "Stratified random sampling the only way to curtail expense that would be incurred by total population studies."		
5.	A comprehensive adult and continuing education follow-up subsystem would not be a practical component in a total college follow-up system.	2.1	6.5
	Above range: "(Comprehensive adult and continuing education) These are indeed aspects of the philosophy of the community college, and should be treated equally." "Adults make up a large percentage of students in all programs and should be followed up." "Continuing education is no less important than any other function in a community college--even though resources are not appropriately distributed."		

	Q_1	Q_3

Below range:
"We have 10,000 such students. This is impractical --hobbies change. Adults don't care to be followed. They don't even like red tape of registration. Plain stupid to follow-up. Sounds like another bureaucratic empire building."

"A physical impossibility for large systems of adult education."

"The numbers would be too great and many take courses just for leisure or personal reasons not for employment demands."

"Would be too costly."

6. Program coordinators and instructors should have the responsibility of collecting follow-up data. 3.1 6.6

Above range:
"Lack of consistency makes this concept totally unacceptable."

"Aside from the obvious possibility of bias or self-interest, the collecting of valid and reliable follow-up data is too big a job to be added to their responsibilities."

Below range:
"Instructors are in rather unique position to know more about student goals, immediate plans, changes, etc."

"They have a close contact with students therefore should be able to get a greater percent response."

"I feel the instructor is the key to follow-up--they must be involved with responsibility."

7. Summer students should be treated the same as long-semester students in a follow-up system. 1.4 5.9

Above range:
"The same principle as adult student, many are one time only enrollees and these should not be considered part of a 'program'."

		Q_1	Q_3
	"In our school--many of our summer school students are drop-ins only for summer."		
	Below range: "If you are going to follow a 'student' then follow them all--(in full time programs)."		
8.	Occupational-technical students should be followed-up the same length of time as academic students.	1.0	3.8
	Above range: "Occupational-Technical should be followed up longer than academic students."		
	"O-T students should be followed up longer to help the occ-program make changes to keep current and remain valid."		
	"Still feel the complexity of the 'work world' the o/t student enters directly after educational experience demands that he be followed up longer period of time."		
9.	"Educational Goal" is defined as that objective which a student selects to work towards through a formal educational process.	1.0	2.0
	Above range: "One does not always have to achieve educational goals through a formal process because this process in some cases should make one a self learner."		
	Below range: "The process does not have to be formal--especially in occupational program."		
10.	Plans for institutional changes as a result of conclusions drawn from follow-up data should be reported to the State.	1.3	4.2
	Above range: "I don't feel they should be informed and it will be more reports to file."		
	"Local control should be maintained. Why should the State need the information?"		

		Q1	Q3
	"My question is simply, what will the State do with this data once they get it other than dissemination?"		
	Below range: "So long as state funded state should have data."		
	"I believe this essential for accountability."		
11.	Whether or not a student has attained a "marketable skill" at the training institution should be determined by the college, based on that student's academic performance.	3.7	6.7
	Above range: "It must be determined by the 'market'."		
	"The college probably has inadequate information and is biased."		
	"The buyer of the skill must determine marketability not the 'developer'."		
	"Should be based on whether the skill 'sells'."		
	Below range: "The school can develop the skill but the student may not have the desire to use it."		
12.	Program graduates should be followed-up annually for five years.	2.1	6.3
	Above range: "In my opinion, the primary purpose of the follow-up should be to improve the training program. Any follow-up beyond the first would be too costly considering the value of the results to be obtained."		
	"Waste of money."		
	"Too extensive and expensive to handle."		
	Below range: "Biggest weakness of follow-up is short range prediction is all that we have."		
	"This is to meet legal requirements."		

		Q_1	Q_3
13.	A "drop-in" is defined as a student who does not complete a formal program of study but does achieve his or her educational goal in one semester or less.	1.8	4.4

Above range:
"A drop-in doesn't necessarily have to achieve any goal. A drop-in is a drop-in."

Below range:
"Makes sense."

14.	Follow-up data should be collected by individual institutions, analyzed by a centralized (statewide) processing agency, and reported back to the individual institutions.	1.9	5.9

Above range:
"Let the institution analyze the data and report its findings and proposed changes to the state."

"Institutions should have a choice if they want to collect that particular information and if they want to provide that information."

"Data should be processed by each institution for each school's use. Each school's needs are too different in Texas; therefore, I think each school should be completely responsible for its own follow-up procedures and results."

"This should be the local responsibility. It is difficult for me to understand how the State could do this."

Below range:
"Appears to be most economical."

15.	Occupational-technical advisory committees should be involved in the student follow-up process.	1.3	3.6

Above range:
"Membership of these committees are not sufficiently versed in research techniques to be objective...they tend to be political."

"This is not the function of advisory committees."

		Q_1	Q_3
	"I can see no involvement on their parts; only to extent information collected. Can be used in making future recommendations."		
	Below range: "Such committees can offer insight as to type of data to be collected. Better definition of marketable skills; sample of employer input."		
	"Even though this may be difficult they should have some role in the process."		
16.	Both information received from the student and from his employer should be analyzed in determining whether job skill requirements have been met.	1.0	1.5
	Above range: "The student's satisfaction with his skills is our only concern. Did we give the student what he wanted and needed."		
17.	A student follow-up system should provide for methods of recognizing the need for specific curriculum revisions.	1.0	1.7
	Above range: "That's real good--but isn't that really expecting too much from a rather general-purpose survey."		
18.	The use of classroom questionnaires is an acceptable means of collecting student follow-up information.	2.2	5.5
	Above range: "Classroom time should not be utilized in this manner. Possibly make it a part of the registration process."		
	"Follow-up relates more to a student that has left."		
	"He's gone--the 'Follow-Up' is no longer in the classroom."		
	Below range: "We use this method and keep it updated until his last contact with the school. It works very well and provides information for a required number of reports."		

		Q_1	Q_3
19.	The documentation of a student's initial educational goal should be maintained and updated at the beginning of each enrollment period.	1.1	2.7

Above range:
"If he is continuing his course of study he probably really hasn't changed his goals."

Below range:
"Data should be related to goals and goals change."

20.	A student should have enrolled in at least one course funded with occupational-technical funds before he or she is counted as an occupational-technical program enrollee.	1.2	4.4

Above range:
"A student should have declared major in occupational-technical program; not all students enrolled in a occupational-technical course would be considered occ-tech."

"Should be majoring in a voc-tech discipline."

"Several of our nursing students take 'academics' before ever taking a nursing course. These are non-occ/tech courses."

Below range:
"How can a student be considered an occ-tech enrollee without enrolling in occ-tech funded courses?"

21.	Information pertaining to the student's educational goal should be obtained <u>during</u> the time of the registration process.	1.2	4.0

Above range:
"Most students are trying to get registered and will not take the time to really give the kind of information needed."

"If we're talking about declaring major only, okay. But registration is no time for 'goal setting' in true sense of the word."

		Q_1	Q_3
	Below range: "Students are unavailable before registration, and after registration, changes will be costly to the student in time and money."		
22.	A follow-up system should provide for a plan to implement decisions derived from follow-up data.	1.0	2.1
	Above range: "If it is a state follow-up this might intrude on local prerogative--too much possibility of state control." "This is a separate function to be developed by individual schools."		
23.	Each individual institution should develop their own methods for local collection, analysis and reporting of follow-up information based on uniform (statewide) procedural guidelines.	1.2	3.7
	Above range: "Only if guidelines are usable and fit." "A state wide system provides more data uniformity." "I guess I don't have as much faith as most in the usefulness of state-level guidelines. I agree that certain kinds of follow-up should be local--for local use--but strictly local data collection would make program comparison and state-level decision-making very difficult."		
	Below range: "If it is a state follow-up this might intrude on local prerogative--too much possibility of state control."		
24.	An immediate follow-up should be initiated on students who do not complete the period for which they enroll.	1.0	2.5
	Above range: "This could work a hardship on a school. It would require a full-time person in large schools to do nothing but check on drop-outs, etc."		

		Q_1	Q_3
25.	Identification of a student's "educational goal" should provide the basis for follow-up.	1.5	3.6

Above range:
"What impact the educational experience has on the students educational and employment upward mobility should be basis not changing goals."

Below range:
"It should at least provide the basis for analysis of follow-up data. It makes no sense at all for example to count as 'program attrition' those who never intended to complete the program."

26.	Program graduates should be followed-up at the end of the first, third, and fifth year.	1.4	4.2

Above range:
"After one follow-up the student looses interest in the school and will not return papers."

"Too costly for the value of the results to be obtained."

"Period too long."

27.	A follow-up system should emphasize the collection of data which will reflect needed institutional changes.	1.0	3.0

Above range:
"Can students really evaluate needed changes?"

"Whether or not we are needing follow-up reflecting institutional changes, we need to emphasize, just as strongly, follow-up to see where, and how, our students are doing."

28.	Telephone contacts with students should be used extensively by the follow-up system.	2.0	4.2

Above range:
"Believe these would be a complete waste of time."

"Impractical--subjective. How many can be reached by phone?"

		Q_1	Q_3
	Below range: "When possible, this would seem to be a more current source of information than a written response."		
29.	More community college funding will be necessary for the purpose of implementing a comprehensive follow-up system. Above range: "I think it could be implemented within the counseling framework now funded." "Should have been doing this in the first place." "Follow-up is guaranteed by community college in application for funds. Funds should be reduced or withdrawn from community colleges which do not do it."	1.0	2.7
30.	It is not practical for a follow-up system to treat full-time students the same as students taking only one or two courses. Above range: "They should all be treated equally." "The student's goals are the same, so why let mechanical problems dictate different follow-up processes?" Below range: "Latter possibly are taking courses out of interest rather than need, or may not be willing to commit themselves to a program."	1.7	5.6
..	One designated office within a local institution should be assigned the responsibility of conducting student follow-up studies. Above range: "One person may be assigned the responsibility of compiling and reporting but teachers and coordinators should assist in collecting."	1.0	2.3
32.	The "conditioning" of students to follow-up studies is important to a follow-up system.	1.0	2.3

		Q_1	Q_3

Above range:
"Depends on design, and who is to be contacted--surveyed."

33. The "exit interview" is an acceptable method of collecting follow-up information. 1.4 4.2

Above range:
"No--if student has not finished he may be mad about teacher or grades."

"Pertinent follow-up information can only be obtained after an individual exits the institution."

Below range:
"Particularly so for drop-outs, stop-outs, non-completers and others who may never be heard from again."

"Where possible--this also gives insight into reasons for leaving."

"It is the very most important tool in follow-up."

34. Each department within an institution should indicate the types of follow-up information which will be collected from its former students. 1.4 4.4

Above range:
"Department determination of data prejudices information in favor of the department rather than being objective and satisfying institutional and statewide needs."

"Probably desirable but hardly operate--probably would require a supplemental survey."

"(Should indicate the types of follow-up information) it may never get off the ground if everybody has a major part."

"Should this be allowed, you will never get a follow-up system."

Below range:
"How else can it utilize the information?"

		Q1	Q3
	"Makes good sense."		
35.	A student follow-up system should emphasize the collection of data which reflects the student's opinion of the local institution.	1.2	3.3
	Above range: "This should be included but other areas are at least as important so it should not be emphasized over anything else."		
	"I disagree with the wording emphasize opinions. Student 'opinions' should be included, but should be secondary considerations to more objective, measurable factors--i.e. employment statistics, amount of retraining, etc."		
	Below range: "Student's thinking may be most important even though we may not like it."		
	"His opinion is the most important data that can be collected. No one else can give you that."		
36.	A follow-up system should include methods for continual evaluation and updating of its own procedures.	1.0	1.0
	No responses received outside interquartile range.		
37.	Local administrative endorsement and support is necessary for the successful implementation of a follow-up system.	1.0	1.4
	No established trend among the minority responses.		
38.	Follow-up studies should be applied to all students who have attended the institution.	1.2	4.4
	Above range: "No--hobby courses, general service courses--non-credit courses should not be followed up."		
	"Almost impossible in a very comprehensive institution."		
	"Too costly and a waste of effort for ad hoc programs."		

		Q1	Q3
	Below range: "On what basis would you exclude someone or group?!"		
	"They should all be treated equally."		
39.	The State should develop a plan to promulgate significant follow-up studies to interested institutions.	1.2	3.3
	Below range: "This would definitely be of value."		
	"Definitely! Employment trends and opportunities encompass areas much larger than those served by individual institutions."		
	"The information must get back to the institutions."		
40.	A randomly sampled number of program graduates should be followed-up for a period of longer than five years.	1.6	5.4
	Above range: "It seems to me that the value of the results would not justify the cost."		
	"Over that period of time results would be insignificant."		
	Below range: "This would be a state-level activity and would be extremely interesting research that could be useful for long-range planning."		
41.	It is not practical to follow-up adult and continuing education students in cultural/recreational and personal type classes.	1.5	5.9
	Above range: "Why treat these people any different? We should follow-up the effects of all our educational services."		
	"Difficult to do, but very important in our school."		
	"This kind of follow-up is needed--even if it is not part of a statewide plan."		

		Q1	Q3
	Below range: "Why should we? Still see no reason. Unless we limit follow-up to students reaction to class and teacher--that I will endorse."		
42.	Data collection instruments used in the follow-up of occupational-technical students should be the same as those used for university parallel students.	2.9	0.4
	Above range: "Entirely different information is needed in some areas." "No! Occ-Tech data will be of an entirely different nature from univ-parallel students and will be obtained from different sources." "I would want to know how well 'academic' students had been prepared for further schooling. I would be interested in the fit between training and job requirements and in the specific utility of course content and instructional method to the job. Those two concerns seem pretty different to me. This seems an absurdity to me."		
	Below range: "The nature of the data is the same." "A well designed instrument could have sections for both kinds of students (and those two categories are not always mutually exclusive)."		
43.	Student follow-up information should be reported to local institutional Boards of Trustees for their utilization.	1.1	3.0
	Above range: "No--report to president or supervisor--they might inform Board."		
	Below range: "They are responsible and have a right to know." "They need this information."		

		Q1	Q3
44.	Adult and continuing education follow-up should be given a lower priority than regular credit students in a follow-up system.	1.5	5.9

Above range:
"These people are important to the school and community."

"By no means. At an institution with 2 to 3 times as many of them as regular credit students (such as ours), resources are consumed by them; they come here for a reason; and measuring their satisfaction is important."

Below range:
"At least in the initial follow-up."

45.	The "undecided student" should not be followed-up until he or she decides upon an educational objective.	3.8	6.7

Above range:
"'Undecided' characterizes that student and is no less important than 'decided'...he may not decide for 5 more years...that doesn't make him any less important."

"The undecided student comprises the majority of our students. Evaluation of counseling could be enhanced by a follow-up of these students."

Below range:
"Serves no purpose unless there is at least tentative objectives."

"How can a follow-up be meaningful if the student followed-up has never decided upon an educational objective? Follow-up could be completely inaccurate."

46.	A student follow-up system should <u>emphasize</u> the collection of data which will be beneficial for statewide planning and coordination.	1.3	3.8

Above range:
"I think first emphasis should be for the benefit of the local college."

		Q_1	Q_3
	"Program changes and updating must be dealt with on a local basis."		
	"I think the system should <u>emphasize</u> data which will be useful to the local institution--but it should <u>also</u> be beneficial for state-level use."		
	<u>Below range:</u> "'We need one system for all schools and all students'."		
47.	Students enrolled in classes with a Continuing Education Unit (CEU) designation should be the only adult and continuing students to be followed-up.	3.8	6.5
	<u>Above range:</u> "This is arbitrary, not a legitimate distinguishing mark."		
	<u>Below range:</u> "Students enrolling for pleasure or leisure time don't relate to programs."		
48.	Students who complete semesters, regardless of their educational goal, should not be considered drop-outs.	1.3	4.5
	<u>Above range:</u> "Suppose his goal requires two years of study and completes only one semester?"		
	"I would define drop-out as one who does <u>not</u> meet his educational goal."		
	"The student may quit because his goals are not met especially the first year drop-out because you don't meet their needs."		
	"Anyone who doesn't complete their stated goal should be considered a drop-out."		
	<u>Below range:</u> "If a student at least <u>completes</u> a semester, they should be considered on a different basis than one who does not <u>complete</u> coursework."		

		Q_1	Q_3
49.	The student's opinion or whether the college fulfilled his or her educational needs is one of the most important types of follow-up information to be obtained.	1.2	2.8

Above range:
"Not an emphasis--need information on performance, preparation- not subjective feeling influenced by irrelevancies."

Below range:
"The student is the one in the end who will have to decide if the program was good or not."

50.	Information regarding a student's salary should be retrieved.	1.5	3.9

Above range:
"I don't feel this is a valuable criterion for determining the success of a student or of the institutions programs."

"Under new laws, you may be invading a students 'right of privacy'."

"Salary amounts are irrelevant to goal achievements."

"This is their own private business. If asked it should certainly be in a salary range form."

Below range:
"In a material-minded world this is important."

"Students must know what kinds of salaries they can expect from their chosen careers."

"Important--if it can be gathered without violating right to privacy."

51.	The student should be asked what changes, if any; additions, delections, modifications, etc.; he feels would improve the educational program he was previously pursuing.	1.0	1.9

Above range:
"I think it is important to have the students' views."

		Q1	Q3
52.	Compensatory/developmental students should be followed-up only upon completion of enrollment of study other than compensatory/developmental.	3.5	6.4

Above range:
"Compensatory/developmental programs must be evaluated by follow-ups in order to determine the effectiveness of C/D programs."

"This implies that success in a compensatory program is not important."

Below range:
"Developmental studies support subject areas. How will student evaluate outside performance in college level course."

53.	Program graduates should be followed-up longer than non-graduates.	1.9	5.7

Above range:
"Graduation is not the only significant level of educational accomplishment or influence we should be concerned with."

"We believe that if we are fulfilling our mission as a comprehensive community college, then <u>any</u> exposure to our system should result in positive changes in students. This question again refers to the 'educational goals' issue; there are no second class students here and if a student achieves his/her goal, which need not be 'program graduation', we insist that is a successful student outcome; and if he/she does <u>not</u> reach that goal, then even 'program graduation' is either an unsuccessful outcome <u>or</u> a change of educational goal."

54.	An "undecided student" is defined as one who has made no firm commitment to a particular educational objective.	1.0	2.0

No established trend among the minority responses.

55.	An immediate follow-up should be initiated on students who complete a semester but do not enroll the following <u>long</u> enrollment period.	1.1	2.9

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 27 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES

		Q1	Q3
	"Again, expense and difficulty of keeping up with population makes longer period impractical."		
	"Their records should be kept permanently but the follow-up is difficult after 3 years."		
59.	A "marketable skill" is defined as only that knowledge and/or skill acquired from an institution which will enable the student to acquire employment utilizing the skill.	1.3	4.3
	Above range: "'Marketable skill' should be defined as any talent, knowledge, or skill which the student brings to the job, especially if academic students are to be included in the follow-up system."		
	"It could well be the student's attitude rather than a 'skill' that gets the job."		
	"Marketable skill is too broad of a term to be defined as only that...to acquire .... Seems it should be 'acquire and hold a job'. Do not think it can be called marketable skill until the employe 'proves himself on the job'."		
60.	An "occupational-technical program enrollee" is a student who designates an occupational-technical major.	1.1	3.9
	Above range: "May be pursuing coursework without having designated major. An option may be: 1) designated major or 2) completion of a specified number of courses in an occ-tech program."		
	"No, it is a person who enrolls in such a course."		
	Below range: "Logical."		
61.	A "drop-out" is any student who leaves college (formal withdrawal or walk-off) prior to achieving his stated objective, with no intention of returning.	1.0	2.6
	No established trend among the minority responses.		